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ABSTRACT

The fourth of five volumes, this guide for third graders complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery, and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

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CURRICULUM GUIDE IN COMMUNICATION ARTS for THE ELEMENTARY SCHOOL in LISTENING, SPEAKING, AND WRITING

Board of Education
City of Chicago

GRADE 3

LEVELS GH

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CS209179

CURRICULUM GUIDE IN COMMUNICATION ARTS

FOR THE ELEMENTARY SCHOOL

LISTENING, SPEAKING, AND WRITING

GRADE THREE

RUTH B. LOVE

General Superintendent of Schools

BOARD OF EDUCATION

CITY OF CHICAGO

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Chicago, Illinois

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PREFACE

The phrase "back to basics" permeates the educational arena. Throughout the nation, emphasis is being placed on the improvement of communication skills, especially that of writing. In order to accomplish this goal, however, all areas of the language arts must be developed. This guide is an attempt to integrate all four language arts areas: listening, speaking, reading, and writing. This integration of skills is vital if effective communication is to be characteristic of today's society.

Concerted efforts have been made to enhance the language arts program by the Chicago public schools. The development of this curriculum guide is the result of many years of intensive work. In the initial stages, a steering committee composed of coordinators, administrators, teachers, and students was formed to identify problems and concerns related to the language arts curriculum. In subsequent research and development, direct feedback from the schools was analyzed to assure the content validity of the communication subskill objectives contained in this guide.

Compiled in this publication is a language arts program stated in behavioral objectives that identifies language arts skills considered essential for competent communication. This guide provides a foundation for a classroom language arts program. This foundation will enable the appropriate staff to utilize materials and strategies for teaching language arts in an efficient and organized manner. The guide delineates specific language arts subskills which should be taught and/or reinforced at the appropriate level.

As the learners progress through the language arts program of instruction, they gain basic communication skills that will assist them in reaching their fullest potential of academic excellence in all curriculum areas.

Note

Levels indicated in this publication correspond to grades as follows:

Level	Grade
GH	Grade 3

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INTRODUCTION

A Design and Approach to the Teaching of the Language Arts

The Curriculum Guide in Communication Arts provides an outline of skills in listening, speaking, and writing. It has been designed to integrate, support, and extend the learnings of children who participate in the Chicago Mastery Learning Reading Program, a total basal reader program, a literature program, and/or any other reading program in which the student is participating.

A learner-centered, skill-oriented approach to the teaching of the communication arts is presented in this guide. The skills outlined direct learners to a mastery of the communication arts. Supportive teaching strategies and resources are presented to aid teachers in developing a program which will respond to the instructional needs of learners.

The communication arts guide is comprised of nine books. Each book is composed of three strands--listening, speaking, and writing. Each strand offers a complete program; however, many skills particular to a certain strand may be taught and mastered at one time through an integrative approach. Within each strand there is a breakdown of the subskills appropriate to each area. These subskills are presented in the following order:

> Listening, consisting of the subskill strands for attentive listening, informational listening, critical listening, and recreational listening.
>
> Speaking, consisting of the subskill strands for mechanics of speaking, ability to communicate orally, communication techniques, methods of delivery, and style.
>
> Writing, consisting of the subskill strands for fundamental skills, practical writing, and creative writing.

These subskills are fundamental to the learner's success in attaining competency in the communication arts. For each of these subskills, specific objectives are stated in behavioral terms. The objectives for each subskill progress from the fundamental to the advanced.

A section correlating key reading skill items in the reading guide to the objectives in the communication arts is included. Much of this cross-referencing indicates the conceptual process into which the skills are organized.

Suggestions for teaching strategies and/or classroom activities accompany the objectives. These focus upon mastery of the subskill stated in the objectives. Additional teaching/learning strategies found in textual, nontextual, and reinforcement materials may be provided by the teacher on the bottom section of each page. This easy reference device assists teachers in coordinating their materials with the guides. In each instance, a means of determining mastery of the objective is stated in behavioral terms as the criterion for mastery.

Interrelationship of the Communication Skills

Language arts is the basis of communication in all areas. It is the vehicle of expression and the tool of impression by which we acquire knowledge. In understanding and communicating ideas in any phase of the curriculum, the language arts are used.

The listening, speaking, reading, and writing facets of the language arts program are closely related. Listening and reading are considered the intake of the program (the impression); speaking and writing, the output (the expression). The term language arts represents the fusion of the skills of communication--the impressions and the expression--taught in relation to each other.

The skills outlined in this language arts guide show an interrelatedness of the expressive areas of the language arts. This relationship becomes evident to the teacher and learner alike as instruction in the language arts evolves. The learner begins to realize and understand that what he/she is able to hear or speak he/she is able to read or write. And the teacher sees an integration of skills as he/she teaches certain skills or experiences in the language arts. Listening, speaking, reading, and writing all involve common experiences, observations, and thinking skills.

The advantage of breaking down these skills into specific strands and subskills is to delineate those skills involved in attaining proficiency in the language arts. As a whole program, these skills feature abundant experiences in the impression (listening and reading) and the expression (speaking and writing) skills of the language arts. They provide ample opportunities for the expression of the learner's innermost feelings, thereby helping him/her to express himself/herself in oral and written communication.

Communication through Listening

Good listening is one of the most important, most frequently used arts and should be developed at all levels of instruction. Every teacher of language arts provides learning situations and experiences which help to develop the listening abilities of the learner.

The four facets or strands of the language arts--listening, speaking, reading, and writing--are so interrelated that no single facet is independent of the others. Therefore, listening experiences are provided within the framework of

the total language arts program rather than in isolation. Special listening experiences devoted to the mastery of particular skills occupy a definite segment of time, but such instruction occurs as an integral part of ongoing learning experiences.

This listening program is based on four major subskills which are fundamental to the learner's success in attaining competency in listening skills. These subskills are Attentive Listening, Informational Listening, Critical Listening, and Recreational Listening. Subskills are categorized according to these four major areas and are stated in terms of behavioral objectives.

Emphasis should be placed on subskills as they become basic to the overall language arts program, since skills in attentive listening, informational listening, and critical listening are pertinent to progress made in speaking, reading, and writing.

Communication through Speaking

Through the speaking program, each learner develops abilities which make speaking an effective means of communication. Varied and meaningful experiences and skills in speaking are provided as a means of fostering a learner's growth in his/her ability to speak and think in a proficient manner. These experiences and skills are emphasized, since the mastery of skills in reading, listening, and writing is to a great extent dependent upon the learner's oral ability and development. The learner and teacher alike become aware of this dependence when the learner's speaking vocabulary becomes a part of his/her reading, listening, and writing vocabularies.

The speaking program evolves from carefully planned experiences integrated with the other facets of the language arts program. Such planning leads to purposeful activities aimed at establishing each learner's competency in the language arts. It also guides the learner toward using friendly, spontaneous oral expression as part of his/her ability to communicate. With practice, the learner will--

participate spontaneously and frequently in classroom conversations and discussions

develop social courtesies and skills essential to discussion and conversation

develop poise and self-confidence in speaking

develop a practical speaking vocabulary

develop the ability to speak effectively

develop originality in expression

develop various means for oral expression.

Experiences and activities should be organized around the five major subskills. These subskills include the mechanics of speaking, which train the learners in acceptable pronunciation, appropriate volume, and vocal flexibility as produced through variations in stress, pitch, inflection, and rate; the ability to communicate orally, which sets the standards and patterns around which acceptable speech is built; communication techniques, which outline the various modes or practices into which oral expression is organized; the method of delivery, which refers to specific means for delivery of oral expression used in common practice; and the styles of oral expression which are commonly practiced. These subskills need special emphasis as part of the complete language arts program in order for the learner to become more competent in oral expression.

Learners with serious speech disorders should be identified and treated by the speech therapist. Learners whose speech patterns differ from those accepted as standard English should receive special help from the teacher within the regular classroom situation. Regional dialects should be respected and should not be confused with incorrect grammar and usage. Every effort should be made to develop a feeling of acceptance and security--to develop genuine support between teacher and learner.

Communication through Writing

Oral and written expression are interdependent. In the beginning stages of written expression, the development of oral readiness is imperative. The spontaneity and natural urge for expression of the primary grade child serve as a basis for written expression. Therefore, it is important to recognize that practice in oral communication should precede written expression.

The writing program--

provides a favorable climate for writing--a friendly, informal classroom atmosphere

provides enriching first-hand and vicarious experiences to build background and to encourage the desire to speak and write

includes systematic, planned instruction in the mechanics of writing

provides motivation for creative expression

provides situations and centers of interest which promote free expression

encourages learners to express their own ideas and experiences

encourages the use of standard English.

Such a program fosters the development of techniques and skills that facilitate expression. It is characterized by daily, purposeful practice determined by individual needs. Many practical situations in the learner's common experiences motivate and require written expression.

Skill-oriented activities delineated in this writing program provide instructional opportunities for the learner. Self-expression in practical writing and self-expression in creative writing are developed by means of these activities.

In building the fundamental skills of written expression, learners receive instruction in grammar/usage, capitalization, punctuation, sentence structure, paragraph structure, vocabulary, and dictionary usage. Spelling and handwriting are included in this segment of the writing program.

The practical writing strand is composed of oral practice and readiness, dictating and recording information, alphabetizing, sequencing, record keeping, outlining information, and letter composition. Its major focus is upon conveying information, summarizing, using correct format, and selecting appropriate content for friendly, social, and business letters.

The program of creative writing encompasses oral practice and readiness; original stories, poems, plays, and/or scripts; and sentences, captions, and titles as vehicles for written expression. This program is based upon the theory that in first drafts, the free expression of ideas is more important than the mechanics of writing. Recognition and acceptance of varying interests and abilities of learners help the teacher to guide them toward successful writing experiences. Every effort is made to foster the creativity of the learners and to preserve in each limerick or poem, script or story the

qualities which make it original. This presupposes that the teacher will resist any impulse to substitute his/her ideas for those of the learner because he/she is more interested in meeting correct standards than in what the learner writes.

In fostering creative writing ability, the teacher's contributions include reading good literature to the group, providing real and vicarious experiences upon which to build, and allotting sufficient time for reflection and discussion before asking for written interpretation. These aids to growth, surrounded by an atmosphere of freedom and acceptance, allow learners to share inner feelings and reactions through written and oral expression.

Listen for dear honor's sake,
Goddess of the silver lake,
Listen and save.

John Milton

LISTENING

Skill Listening **Level** GH

Subskill Attentive Listening: Responsibility of Listener **Objective No.** 1

Objective Given oral directions for an activity, the learner will listen to the instructions before commencing.

Cross Reference to Reading Objectives GW10, GL8, GL14, GL25, HW19, HC9, HC26, HL6, HL17, HL27

Teaching/Learning Strategy

Extablish a listening atmosphere by directing the learners to remain silent and still and to focus attention on the teacher. Explain that instructions will be given for a lesson or an activity and that the learners should listen to all instructions before beginning.

Initiate all lessons, activities, or tasks by following the procedure described above. Refrain from informally initiating a lesson. Create an attitude which fosters attentive listening.

Use the following procedure for initiating a written activity, stating the directions listed below:

> May I have your attention, please. (pause)
> Place a sheet of paper and a pencil on your desk; then wait for instructions. (pause)
> Write a complete heading on your paper. (pause)
> Number your paper from one to ten in the margin. (pause)
> Complete the sentences listed on the chalkboard. (pause)
> You may begin.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

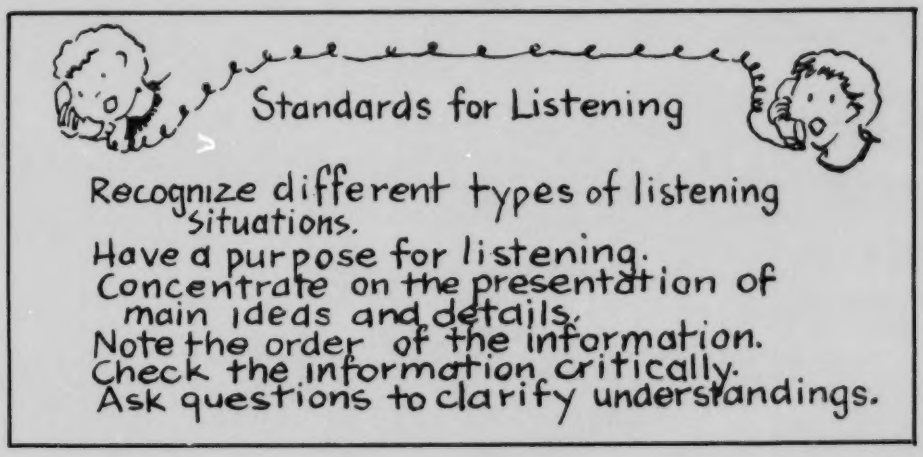
Subskill Attentive Listening: Standards for Listening **Objective No.** 2

Objective Given standards for listening, the learner will apply them.

Cross Reference to Reading Objectives GW7, GW9, GC3, GL2, GL5, GL20, HW13, HC21, HL5, HL10, HL21, HL25

Teaching/Learning Strategy

List the following listening standards on the chalkboard.


Standards for Listening
Recognize different types of listening situations.
Have a purpose for listening.
Concentrate on the presentation of main ideas and details.
Note the order of the information.
Check the information critically.
Ask questions to clarify understandings.

Explain to the learners that effective listening will occur when the standards are applied in a listening situation. Direct the learners to apply the above standards while listening to a selection such as the one given below. Explain that the learners will be required to list the characters and scenes described in the selection. Read the following selection.

David and the Basketball Game

David told his aunt that he was going to the park to play basketball. Later, his aunt needed his help. She quickly jumped in the car and drove to the nearby park. Since David always went where he said he was going, she couldn't believe her eyes when he was nowhere to be seen. Her heart was beating rapidly when her car screeched to a halt in front of her house. She rushed up the stairs and grabbed the phone.

OBJECTIVE NO. GH-2 (cont.)

After dialing a number, she paced the floor until a voice said, "Hello, this is police officer Burns speaking." "I'm certain that my nephew has been kidnapped!" she exclaimed. "Please hurry over!" The policeman arrived and began taking the description of the young boy. Just as he finished, David walked down the street bouncing his ball. He ran quickly when he saw the police car in front of his house. After his aunt hugged and kissed him, she scolded him. He had left the park and stopped to play basketball with a friend. You can be sure that David could always be found after that experience.

Ask the students the following questions:

Who are the characters in the story?

What are the scenes described in the selection?

Answers

Characters: David, David's aunt, and Officer Burns

Scenes: David's house, park, David's house, street near David's house, and David's house

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Attentive Listening: Attention Span **Objective No.** 3

Objective Given an oral communication, the learner will write or state a response.

Cross Reference to Reading Objectives GC19, GC31, GL24, HC15, HC25, HC26

Teaching/Learning Strategy

Discuss the terms fact and opinion with the learners. Explain that a fact can be proved true or false, but an opinion expresses a judgment or decision. Develop the concept that there are numerous facts that cannot be changed or verbally attacked, but that it is possible to disagree with, question, or ask for proof about opinions.

Display a picture such as the following.

Ask: What is going on in the picture?
What do you think about what is being done?
Should the boy be doing what he is doing? Why?
What would you do if you were his father?

Explain: It is a fact that the boy is at the beach in the winter.
It is your opinion that he should/should not be there.

Explain that it is possible for persons to have different opinions on various subjects.

Place the following topics on the chalkboard:

Fund Raising by the Student Council
Length of the School Year
Use of Artificial Sweetness
Responsibility of the School Monitor
Gasoline Rationing
Quality of School Lunches.

OBJECTIVE NO. GH-3 (cont.)

Make a brief factual statement about one topic. Direct the learners to give an opinion about the topic and explain why the opinion was formulated, or request additional information.

Direct the learners to supply additional topics. Display the topics on the chalkboard and discuss the issues involved, using the preceding procedures.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Courteous and Attentive Listening: Attention Span **Objective No.** 4

Objective Given an oral selection, the learner will summarize information at periodic intervals.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read an unfamiliar story or poem such as the selection below to the learners. Stop at periodic intervals throughout the storytelling process and ask the learners to summarize the events of the story in sequential order.

My Sister*

Today when I came home from school, I was met by a little girl with a big smile. She said, "Hi, Eddie, do you want to play with me?"

I walk into my bedroom to put down my papers and hang my coat in the closet. When I step into my room, I see about ten dolls on my bed. A couple of them are on the floor. I open my dresser to get something, and there is another doll in it. I fall over play dishes, get up, and trip over a doll buggy.

I play with Lori. She is the mother and I am the baby. Good grief! If my friends saw me they would laugh. After a few minutes, I become a horse and Lori rides me.

At last it is 5:00 o'clock. "Sesame Street" is on TV. I have one hour off. She loves this program.

Sometimes my cousin, Jimmy, gets mad about Lori and doesn't want her around. He fights with her over a balloon that is her balloon. She is afraid he will keep it, so she tries to get it. Then I say, "Give it to her, Jim." He goes home mad. I think he is acting more like a baby than she is. Lori is three years old and doesn't understand about sharing, but I will teach her about it. She likes it when I teach her about colors and things.

*Board of Education of the City of Chicago, An Anthology of Creative Writing from the Chicago Public Schools: The Green Taste of Life (Chicago: the Board, 1977), p. 139.

OBJECTIVE NO. GH-4 (cont.)

Tomorrow, when I go to school, this little girl will kiss me and say, "Bye," with a sad face. When I come home, this little girl will smile again and say, "Hi, Eddie, do you want to play with me?" I will play with her because I love her; she is my sister.

Edmond Rodgers
Henry Elementary School
Grade 4

Have the learners illustrate the sequence of events in the story on large chart paper. Use the charts to prepare a dramatization of the story.

Criterion

The listeners will accurately summarize the parts of the story or poem. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening *Level* GH

Subskill Attentive Listening: Attention Span *Objective No.* 5

Objective Given a story, the learner will summarize ongoing events as the story is told.

Cross Reference to Reading Objectives GC18, GC21, GL24, HL11, HL20, HL23

Teaching/Learning Strategy

Obtain a literature selection from the library, a children's magazine, or an anthology such as Arbuthnot's Anthology of Children's Literature. Read the selection to the learners over a period of time. Direct the learners to summarize previous events in the selection before commencing with current oral reading.

Have the learners construct a time line depicting the events in the story upon completion of the selection. Have the learners summarize information related to each event. Develop an appreciation of good literature. Read books to the learners that will help them understand themselves and the world around them. Include such titles as the following:

Title	Author
Charlotte's Webb	White, E.B.
What's in the Name of Wild Animals?	Linburg, Peter
Amelia Earhart: First Lady of Flight	Mann, Peggy
Where the Red Fern Grows	Rawls, Wilson

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Attentive Listening: Developing Positive Attitudes **Objective No.** 6

Objective Given an oral task with a purpose, the learner will complete the task.

Cross Reference to Reading Objectives GW1, GW16, GC3, GC18, GL9, GL24, HW6, HW17, HC9, HC21, HC26, HL5, HL18, HL24, HL29

Teaching/Learning Strategy

Explain that each type of listening situation may require different auditory skills. Point out that it is easier to acquire information when the purpose is clearly established prior to the experience. Provide lessons such as those listed below. Direct the learners to indicate the purpose in each listening situation, perform the task, and explain why it is helpful to know the purpose prior to the instruction.

Task One

Purpose: Identify words with three-letter blends.

Activity: Orally list the following words. Have the learners identify the words with three-letter blends in each list.

List One	List Two	List Three	List Four
shrink	about	bring	laugh
show	clean	drink	never
shrub	strawberry	splash	threw
shall	pick	keep	bring
today	street	splendid	thrush

Task Two

Purpose: Explain the imagery in a poem.

Activity: Read the following poem. Have the learners explain the imagery in the poem.

OBJECTIVE NO. GH-6 (cont.)

Spring*

The sky is blue,
The wind is fair;
Children smiling
Everywhere.

Kites in the air,
When the sky is light;
Warm by day and
Hot by night--

Butterflies are flying,
Birds are singing;
Trees swaying, and
Flowers springing.

Children riding bikes,
Fun for all;
Girls jumping rope,
Boys playing ball.

Lunye Figueroa
Garvey Elementary School
Grade 3

*Board of Education of the City of Chicago, An Anthology of Creative Writing from the Chicago Public Schools: The Green Taste of Life, (Chicago: the Board, 1977), p. 103.

Answers

Task One: 1. shrink, shrub; 2. strawberry, street; 3. splash, splendid; 4. threw, thrush

Task Two: Explanations may vary.

Criterion

The learner will complete an oral task. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening *Level* GH

Subskill Attentive Listening
Recognizing the Need for Listening *Objective No.* 7

Objective Given a chart depicting listening situations, the learner will explain the need for listening.

Cross Reference to Reading Objectives GC1, GC21, GS19, GS20, GL3, HW12, HW19, HS1, HS27, HL6

Teaching/Learning Strategy

Lead the learners in a discussion of the situations in which listening is needed. Develop a list of such situations and write them on either a chart or the chalkboard. Allow the learners to provide appropriate illustrations. Direct the learners to choose a situation and explain how and why listening skills are employed in the situation.

Listening Situation	Learner's Explanation
Two hands shaking	Listen to an introduction.
Detective with magnifying glass	Listen to inquiries and answers.
Map of city streets or of a county	Listen to obtain travel instructions.
Baby crying	Listen to know infant's needs.
Musical staff	Listen to music, TV, radio.
Fire engine or bells ringing	Listen for emergency signals.
Person talking	Listen for discussion and conversation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Following Directions **Objective No.** 1

Objective Given a set of oral directions and a form for a chart, the learner will complete the chart.

Cross Reference to Reading Objectives GS20, HC6

Teaching/Learning Strategy

Explain that it is important to list each step in correct sequence whenever it is necessary to write directions which an individual must follow.

Present directions for such activities as fire drills, solving of math problems, games, and simple projects. Ask the learners to repeat the directions. Direct the learners to write the directions for the activity in proper sequence.

Prepare a simple chart such as the one below. Place the chart on paper or on the chalkboard. State the directions for "Simon Says." Direct the learners to think about the steps in the game. Ask the learners to complete the chart by filling in the blank spaces with the appropriate directions.

Directions	Responses
1. If the directions do not include the words "Simon says," the player will...	remain still.
2. If the directions include the words "Simon says," the player will...	do what Simon says.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Following Sequential Order **Objective No.** 2

Objective Given random order events orally, the learner will state them in sequence.

Cross Reference to Reading Objectives GL24, HC2, HC4, HL17, HS15, HS32, HS33

Teaching/Learning Strategy

Select a recipe for preparing a simple item, such as a milk shake, tossed salad, or sandwich. Provide pictures to illustrate the steps as the directions are given. Rearrange the pictures and direct the learners to state the directions in the correct order, using the pictures.

Reorganize the directions for a familiar game. Direct the learners to play the game by following the new directions. Discuss any resulting problems with the learners. Direct the learners to correctly state the directions. Have the learners play the game.

Use the following suggested sources to provide additional experiences for stating events in correct order:

stories
poems
math problems
routine daily procedures
directions for operating devices
suggestions from the learners.

Criterion

The learner will correctly restate out-of-order oral material with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Identifying the Main Idea **Objective No.** 3

Objective Given an oral selection, the learner will suggest an appropriate title.

Cross Reference to Reading Objectives GC8, GL11, GS21, HC7

Teaching/Learning Strategy

Display several pictures of familiar events or actions. Direct the learners to discuss the pictures and provide a title for each. Use pictures of children playing, community activities, and tempting meals.

Read a simple riddle such as the following. Direct the learners to identify the object. Have the learners write riddles and share them in small groups.

> It uses neither a pencil nor a pen.
> It writes many words before you can begin.

Select a short, unfamiliar poem, story, or fable. Read the selection without stating the title. Direct the learners to provide a suitable title and point out details which support the choice.

Answer

A typewriter

Criterion

The learner will suggest a title for an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Identifying Details **Objective No.** 4

Objective Given an oral description, the learner will name the item described and list the identifying details.

Cross Reference to Reading Objectives GC8, GC9, GL24, HC7, HC14, HL6, HL21

Teaching/Learning Strategy

Describe an object in the classroom without stating its name. Ask the learners to identify the object and list the details that helped them determine the object's identity. Point out that it is possible to use descriptive clues about an item, action, event, or place to determine its correct identity. Discuss this concept with the learners. Show how items can be described by appearance, operation, or location.

Play a guessing game, such as charades or "Twenty Questions." Direct the learners to identify the subject and state the details which support the decision.

Provide a description such as the one below. Direct the learners to identify the place. Ask the learners to list several supporting details verbally, on paper, or on the chalkboard.

> _____ is the capital of a state in the midwestern area of the United States. It is located near the southwestern part of this very flat state. The state is well-known for its corn, coal, and large city located at the tip of a large lake. Abraham Lincoln once lived in this city.

Answers

City: Springfield, Illinois
Details: state capital; midwestern area; flat state; known for corn, coal, and large city at the tip of a large lake; Abraham Lincoln once lived there.

Criterion

The learner will name an object described orally and list the identifying details with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Using Context Clues **Objective No.** 5

Objective Given a riddle, the learner will state the correct solution.

Cross Reference to Reading Objectives GC1, GC31, GC33, HW19, HC20

Teaching/Learning Strategy

Lead a discussion about riddles. Tell the learners that some riddles make sense, but others are silly. Explain that riddles may appear in verse or prose form. Point out that each statement provides a clue to the identity of the subject. Ask the learners to write simple riddles.

Select simple riddles similar to those which follow. Read the riddles and direct the learners to apply the clues and state the conclusions. Direct the learners to write the riddles and provide suitable illustrations. Display the riddles and illustrations. Have the learners write riddles and share them with the class. Have them solve these riddles:

1) I do not have arms.
   I do not have legs.
   Fishermen sometimes use me.
   What am I?

2) Old Mother Twitchett had but one eye,
   And a long tail which she let fly,
   And every time she went through a gap,
   A bit of her tail she left in a trap.

   From Mother Goose

Answers

1. worm 2. needle and thread

Criterion

The learner will state the solution to an oral riddle. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Noting Cause and Effect **Objective No.** 6

Objective Given a situation orally, the learner will identify it as the cause or the effect of an action.

Cross Reference to Reading Objectives GC6, GC31, GC32, GC35, HC14, HC15, HC19

Teaching/Learning Strategy

Explain the relationship between an action and the resulting effect. Lead a discussion of cause and effect by asking the learners to tell why something occurred or to identify the result of an act. Display pictures which depict either a cause or an effect. Ask the learners to state either the effect or the cause. Use cause/effect-type pictures such as the following:

Effect

Cause: Caterpillar changed into a butterfly.

Effect

Cause: Weather became cooler--fall came.

Cause

Effect: Someone can see.

Cause

Effect: Fish can be cooked.

Direct the learners to describe various emotional or troubling experiences. Ask the learners to state the cause or the effect of the incident.

Read simple cause/effect-type selections similar to the fable of the "Grasshopper and the Ant." Direct the learners to identify the cause or the effect of the action in the story.

Criterion

The learner will identify an oral situation as the cause or effect of an action with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Noting Cause and Effect **Objective No.** 7

Objective Given a cause or effect statement orally, the learner will identify the corresponding effect or cause.

Cross Reference to Reading Objectives GC35, GS36, HC15, HC19

Teaching/Learning Strategy

Formulate a series of sentences similar to those below. Read a sentence and direct the learners to complete the statement and identify both the cause and the effect in each statement.

Cause	Effect
1. Susan's mother is ill...	
2.	The picnic was spoiled...
3. Father worked hard...	
4.	The firemen hurried to school...
5. The ice cream was dropped...	
6.	The baby began to cry...

Prepare a lesson similar to the one below. Read either the cause or the effect portion. Require the learners to identify the statement as cause or effect and complete the statement.

Cause	Effect
1. John's pencil lead broke.	John sharpened his pencil.
2. Sue stayed on the beach 5 hours.	Sue had a bad sunburn.
3. It rained all morning.	The students arrived soaking wet.
4. Mother forgot to refrigerate the milk.	The milk was sour.
5. Jimmy forgot his carfare.	Jimmy walked to school.
6. The tiny baby was crying.	Mrs. Jones fed the baby.
7. Sharon had a hole in her pocket.	Sharon lost her money.
8. Bobby had a birthday party.	Bobby opened his presents.

Answers Responses will vary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Recalling from Memory **Objective No.** 8

Objective Given three lists of related items orally, the learner will recall the elements of each.

Cross Reference to Reading Objectives HC6

Teaching/Learning Strategy

Explain that it is possible to remember several items when they are related or classified according to their similar characteristics.

Initiate a memory game. State a topic, such as "Reading Material." Require the learners to state five examples, such as comics, books, magazines, newspapers, and pamphlets. Add an additional category each time the game is played until the learners can recall three lists with apparent ease. Use categories such as the following:

clothes	drinks	homes
foods	machines	games
animals	vehicles	cities
plants		countries

Allow a learner to assume the role of a waiter or waitress and take "orders" from other learners. Require the learner to recall three separate orders.

Criterion

The learner will recall and state three lists of related items with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Recalling from Memory **Objective No.** 9

Objective Given introductory information, the learner will introduce a person to another individual.

Cross Reference to Reading Objectives GC17, HL27

Teaching/Learning Strategy

Discuss and demonstrate the manner in which one person is introduced to another. Allow the learners to practice the procedure.

Arrange a "mock" speaker-audience situation. Allow each learner to interview another learner to elicit personal information. Direct the interviewer to stand and present the second learner to the group. Remind the learner to recall and state specific items of personal information, such as the following:

name	hobbies	family data
birthdate	favorite food	favorite colors
	pet peeves	

Provide additional opportunities for this procedure to be practiced, as suggested below:

Select a room host and hostess to introduce visitors and guests.
Designate a master or mistress of ceremonies for an assembly program.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Making Comparisons **Objective No.** 10

Objective Given an oral list of incomplete similes, the learner will complete the statement.

Cross Reference to Reading Objectives GC1, GC27

Teaching/Learning Strategy

Point out that it is possible to explain or describe various characteristics and situations by comparing them to something which projects a vivid image. Say that such descriptions or comparisons are termed similes and usually contain the words like or as. Provide several examples such as the following:

as wide as the sky
as soft as cotton
as strong as an ox
as weak as a kitten
as sweet as sugar

Ask the learners to recall a previously heard simile and recite it. Direct the learners to write original similes. Display the examples.

Prepare a list of incomplete similes similar to those below. Read one and ask the learners to complete the comparison.

busy as a (bee)
straight as an (arrow)
as thin as a (rail)
as black as (tar)
yellow as (butter)
as cold as (ice)
as quiet as a (mouse)
as sly as a (fox)
as mean as a (snake)
quick as (lightning)

Criterion

The learner will complete oral similes with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Outlining Information **Objective No.** 11

Objective Given categories and related terms orally, the learner will classif the information.

Cross Reference to Reading Objectives GC4, GC5, HC6, HC8

Teaching/Learning Strategy

Review the terms alike and different. Point out that it is easier to remember facts and details when they are related to something else. Illustrate this concept by preparing a list of words such as the ones below. Include related words, such as cake, canoles, birthday, candy, and ice cream. Display the list for one minute. Remove the list and direct the learners to state as many words as possible. Have the learners examine the words and classify them according to plant parts: roots, leaves, and seeds.

carrots	beets	potatoes
lettuce	peas	spinach
peas	cabbage	turnips

Place a chart similar to the following on paper or on the chalkboard. Direct the learners to listen to a list of words similar to the ones given, determine the sense through which the images are perceived, and write the words in the appropriate columns. Read the words slowly: cat, sweet, shout, siren, smoke, gum, meow, hot, squeal, basket, cold, rough, bitter, perfume, sour, house.

Sight	Sound	Smell	Taste	Touch
cat	shout	smoke	sweet	hot
basket	siren	perfume	bitter	cold
house	squeal		sour	rough

Answers

Roots--carrots, beets, potatoes, turnips; Leaves--lettuce, cabbage, spinach; Seeds--peas, beans

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Informational Listening: Summarizing Information **Objective No.** 12

Objective Given an oral selection, the learner will summarize the main points.

Cross Reference to Reading Objectives GC5, GC18, GC23, HC3

Teaching/Learning Strategy

Explain the term summary. Indicate that a summary includes the main events of a selection and does not contain unnecessary details.

Select a simple three-part play. Read each part and have the learners state or write the main points of each. Show them how to incorporate these main points into their summary.

Provide a comic strip. Display one frame at a time. Direct the learners to state the main point of each. Have the learners use the main points to develop summaries.

Direct the learners to summarize the events of a personal experience. Provide time for this activity during a "Show and Tell" session.

Read a short fable, such as "The Wind and the Sun" in The Arbuthnot Anthology of Children's Literature. Ask the learners to summarize the selection. Point out that the summary should contain no unnecessary details.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Auditory Perception **Objective No.** 1

Objective Given a familiar sound, the learner will determine its identity.

Cross Reference to Reading Objectives GC23, GL5, HL5

Teaching/Learning Strategy

Assemble various objects, such as a coin, a ball, a stapler, a piece of chalk, a whistle, a piece of paper, or a pencil sharpener. Ask a learner to stand, face the class, and close his/her eyes. Manipulate one object to make an appropriate sound, and ask the learner to state its identity.

Direct the learners to close their eyes and put their heads down. Ask them to remain quiet and listen for a minute or two. Secure their attention and ask them to identify the sounds that were heard in the room, in the building, on the street, or on the playground during the allotted period of time.

Provide a radio program which makes use of numerous sound effects. Ask the learners to identify the sounds or tell what was used to effect the sounds.

Plan a class play. Direct the learners to arrange appropriate sound effects. Help the learners assemble the necessary materials. Present the play for an assembly program.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening *Level* GH

Subskill Critical Listening: Auditory Discrimination *Objective No.* 2

Objective Given a word orally, the learner will supply a rhyming word.

Cross Reference to Reading Objectives GL3, HL3, HL4

Teaching/Learning Strategy

Discuss rhyme and poetry. Supply the learners with several pairs of rhyming words such as the following:

fin-spin	night-light	glad-sad
fly-try	sound-round	cake-wake

Ask the learners to identify a pair of rhyming words. Direct the learners to write an original poem about a given event or experience, using the rhyming words.

Select several poems and songs. Teach one song and one poem each week. Allow the learners to periodically sing or recite favorite selections.

Ask the learners to listen to the radio or examine newspapers and magazines. Tell the learners to write down and bring in several examples of rhyming words heard or read. Direct the learners to share the examples with the group.

Criterion

The learner will supply a rhyming word with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Distinguishing between Fact and Fantasy **Objective No.** 3

Objective Given an oral list of statements, the learner will distinguish between fact and fantasy.

Cross Reference to Reading Objectives GL12, GL21, GL23, HL24, HL25, HL26

Teaching/Learning Strategy

Lead a discussion of fact and fantasy. Review the characteristics of each. Supply several examples, such as those below:

There really are tooth fairies.
(Identify the statement as a fantasy.)
Chicago is a city in Illinois.
(Identify the statement as a fact.)
Susan's dog drove the car downtown.
(Ask a learner to identify the statement as a fantasy.)
People live in houses.
(Ask a learner to identify the statement as a fact.)

Ask the learners to give an example of fact and one of fantasy. Read a suitable list of statements orally. Ask the learners to distinguish between the fact and fantasy statements.

Provide numerous library books. Ask the learners to examine the books and classify the titles on a chart such as the one below:

Factual Books	Fantasy Books
Johnny Appleseed	Beauty and the Beast
A Snowy Day	Andy and the Lion

Motivate the learners to write fact and fantasy poems and stories. Ask the learners to illustrate the selections. Prepare a bulletin board display of their work.

Criterion

The learner will distinguish between fact and fantasy with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Distinguishing between Relevant and Irrelevant Information **Objective No.** 4

Objective Given an oral passage, the learner will identify the signal words and phrases.

Cross Reference to Reading Objectives GC16, HC2, HC4, HS32, HS33

Teaching/Learning Strategy

Discuss sequence and the corresponding time relationship. Explain that there are certain words which convey an idea of time or change in feelings and plans though they do not state an hour on the clock. Give the learners several examples, such as the following: however, now, next, right away, later, nevertheless, many times, yesterday, in a moment, after a while, and when.

Ask the learners to locate several statements in which signal words appear. Use basal readers or social studies, science, or language arts texts for this purpose. Place the statements on the chalkboard and discuss their importance.

Read the following passage and direct the learners to raise a hand whenever a signal word or phrase is given. Discuss the words and how they affect sequence and organization.

Alma's Conscience

While out for recess, Alma found a quarter. When she returned to class, she dreamed about what she would buy after lunch. Therefore, she put the quarter in her desk. During gym period, she overheard Billy telling Jimmy to wait for him later so that they could buy a get-well card for a sick friend with his quarter. Billy then reached into his pocket and discovered that the quarter was gone. After a while, Alma realized that although the treat would be delightful, she wouldn't enjoy it with visions of a sick boy in her head. So she returned the quarter.

Criterion

The learner will identify signal words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Finding Supporting Evidence **Objective No.** 5

Objective Given oral clues, the learner will identify those relating to a mystery.

Cross Reference to Reading Objectives HC14, HC15, HC21

Teaching/Learning Strategy

Discuss situations in which clues are needed in order to reach a conclusion. Point out that all details are not helpful and that the learners must examine each one, determine its usefulness, and make a decision.

Select an unusual object, such as a cement truck. Describe it orally, but include a few unnecessary clues. Ask the learners to identify the object and indicate the unnecessary clues.

Use the following list of clues about "Mr. Smyth's Big Day." Read each clue slowly and ask the learners to tell whether the clue is relevant.

1. Mr. Smyth was seen purchasing an item in a jewelry store.
2. Mr. Smyth was not married.
3. Mr. Smyth ate breakfast each morning.
4. Mr. Smyth lived on the ground floor of his building.
5. Mr. Robinson met the Smyths at 5:00 p.m.
6. Miss Mason left work early at 3:00 p.m.
7. Mr. Robinson liked to eat alone.
8. Miss Mason packed her suitcase and hurried to the church.
9. Miss Mason moved in the building with Mr. Smyth.
10. Miss Mason works for a lawyer.

Answers

Relevant clues: 1, 2, 5, 6, 8, 9
Solution: Mr. Smyth and Miss Mason were married.

Criterion

The learner will identify relevant clues with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
_____	p. ____	p. ____	p. ____
...ual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Making Inferences **Objective No.** 6

Objective Given an oral selection, the learner will draw inferences.

Cross Reference to Reading Objectives GC1, GC6, EC6, GC18, GC21, GC31, GL14, HC14

Teaching/Learning Strategy

Lead a discussion about inferences. Point out that it is possible to use context clues to get meaning, even though the idea is not stated in words. Show the importance of listening or reading carefully in order to draw inferences. Give several examples of an inference and direct the learners to state the implied idea of each.

Say: Jennifer put on her pajamas and brushed her teeth.
Ask: What time of day is it? (It is night time.)
Ask: Does the sentence tell us that it is night time?
Ask: How do we know what time of day it is? (The girl put on her pajamas and brushed her teeth.)

Have the learners locate a passage or state a sentence in which time may be inferred. List several such statements on the chalkboard. Discuss the learners' examples.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Making Interpretations **Objective No.** 7

Objective Given a musical selection, the learner will illustrate a personal response.

Cross Reference to Reading Objectives GC11, GC21, GC22, GL8, HC10, HC12, HL7

Teaching/Learning Strategy

Lead a discussion of feelings evoked by the words or melody in a musical selection. Ask the learners to suggest selections that stimulate joy, sadness, loneliness, fear, or excitement. Use several selections which exemplify the designated qualities.

Provide the learners with paper and crayon. Present a song such as one of those listed below. Have the learners listen to the music and prepare a design or drawing which reflects their feelings about the selection. Discuss and display the illustrations.

Peter and the Wolf	White Christmas
I'm Always Chasing Rainbows	Yankee Doodle
Rudolph the Red-Nosed Reindeer	William Tell Overture

Select and read selections that stimulate strong emotional responses. Ask the learners to identify representative passages and then illustrate the personal responses that they evoke.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Drawing Conclusions **Objective No.** 8

Objective Given a passage from a textbook, the learner will determine the subject.

Cross Reference to Reading Objectives GC1, HL14

Teaching/Learning Strategy

Lead a discussion of the concept of subject words. Explain that each subject has a corresponding vocabulary. List several subjects on the chalkboard. Tell the learners to state words which are examples of each category. Record the learners' responses on a chart similar to the one below:

Science	Social Studies	Mathematics	Music
plants	country	sum	rhythm
matter	map	problem	orchestra
electricity	chart	solve	piano
birds	ocean currents	number	note
seeds	capital	multiply	scale

Select textbooks on several subjects. Cover the books with newspaper. Tell the learners to listen to a passage and identify the subject or title of the book. Read a passage and write the learners' responses on the chalkboard. Discuss the choices; then uncover the books. Help the learners compare the choices with the textbooks to determine the degree of accuracy.

Criterion

The learner will determine the subject of a textbook after listening to a passage from it, with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Drawing Conclusions **Objective No.** 9

Objective Given two oral premises, the learner will draw a logical conclusion.

Cross Reference to Reading Objectives GC1, GC4, GC33, GC34, GC36, HC7, HC8, HC14, HC18, HC19, HC20

Teaching/Learning Strategy

Present several riddles. Ask the learners to identify the item described in each riddle. Direct the learners to locate and share several riddles with other learners. Display the riddles on a chart.

Prepare several premises and direct the learners to listen carefully. Read two premises and ask the learners to draw a logical conclusion. Prepare syllogisms similar to the following:

1. No one under 16 can get a driver's license.
   Susan is 14 years old.
   (Conclusion: Susan can't get a license.)
2. All animals need water. Elephants are animals.
   (Conclusion: Elephants need water.)
3. Sue's mother becomes angry when she runs across the street.
   Sue ran across the street.
   (Conclusion: Sue's mother became angry.)
4. All snakes are reptiles. Sneaky is a snake.
   (Conclusion: Sneaky is a reptile.)
5. Mr. Jones always puts cream in his coffee.
   Mr. Jones is drinking coffee.
   (Conclusion: Mr. Jones is drinking coffee with cream in it.)

Criterion

The learner will draw a logical conclusion with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Predicting Outcomes **Objective No.** 10

Objective Given an incomplete oral story, the learner will predict the outcome.

Cross Reference to Reading Objectives GC1, GC12, GC30, GC33, GC34, GC35, GC36, HC17, HC18, HC19, HC20

Teaching/Learning Strategy

Lead a discussion about the importance of previous experience in determining a course which can be followed in a situation. Tell the learners that the first person to discover fire was probably hurt because there was no previous information on how to handle the problem. Ask the learners to explain how they know that something is dangerous or pleasant before they try it. Discuss the responses.

Read part of a story such as "King Midas." Do not read the conclusion. Ask the following questions:

What will happen when the king touches his flowers?
Why should he not touch his clothes?
Why should he send his daughter away?
How will he solve his problem?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Distinguishing between Fact and Opinion **Objective No.** 11

Objective Given oral statements, the learner will distinguish between fact and opinion.

Cross Reference to Reading Objectives GL21, HC25, HC26

Teaching/Learning Strategy

Review the concepts of fact and opinion. Help the learners recall that a fact is something for which there is proof, while an opinion is a personal belief about a particular matter.

State several facts. Direct the learners to give an opinion about the item indicated in the factual statement.

Say: It is a fact that red is a color.
Say: State an opinion about the color red.

Accept such responses as these: Red is a pretty color. Red is the nicest color. Everyone likes red.

Use additional examples such as the following and ask the learners to identify each statement as a fact or an opinion.

1. Football is a fantastic game.
2. Electricity is dangerous when used improperly.
3. Seven and six are thirteen.
4. Vegetables are best when eaten raw.
5. Glue is sticky.

Answers

1. opinion 2. fact 3. fact 4. opinion 5. fact

Criterion

The learner will distinguish between fact and opinion with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Determining Prejudice, Bias, Propaganda **Objective No.** 12

Objective Given an oral commercial, the learner will identify the techniques of persuasion.

Cross Reference to Reading Objectives GC20, HC15, HC25, HC26

Teaching/Learning Strategy

Lead a discussion of fact and opinion. Introduce the term persuasion and show how facts and opinions may be manipulated to get someone to do or believe something. Point out that it is possible to persuade a listener to believe something if a speaker withholds facts or states opinions as if they are facts. Discuss advertisements, editorials, and commercials. Explain that people who use such techniques wish to sell an idea or a product and often use opinions or incomplete factual statements.

Give examples of the following persuasive techniques: testimonial, bandwagon, name-calling, exaggeration, and emotional appeal.

Provide several pictures and recordings of commercials, using these techniques. Read several biased selections. Discuss the persuasive techniques used in the selections. Ask the learners to bring in examples of the techniques. Have the learners identify the element of bias or propaganda in each example.

Help the learners realize that most people have strong feelings about several things. Use the suggestions and methods in the Career Development and Guidance guides published by the Chicago Board of Education to discuss attitudes, beliefs, and propaganda.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening

Level GH

Subskill Critical Listening: Listening for Relationships

Objective No. 13

Objective Given an oral list of words, the learner will identify the unrelated word.

Cross Reference to Reading Objectives GW15, HW6, HC21

Teaching/Learning Strategy

Lead a discussion of likeness and difference. Display pictures of items which are alike in some way. Display a picture of something that is in a different category. Ask the learners to explain how some of the items are alike and how one item is different.

Show pictures of such items as tomatoes, onions, paper, and lettuce. Ask the learners to identify the related objects, tell why they are related, and then tell why the third object is different.

Ask learners to name three things that are related and one that is different. Accept any suggestions that the learners can logically justify.

Prepare word sets such as those which follow. Read each set of words slowly. Ask the learners to indicate the unrelated word in each set.

1. lake, river, ocean, daisy
2. feet, hat, hand, head
3. good, ugly, unpleasant, terrible
4. London, Iceland, Cuba, Norway
5. sitting, seeing, walking, hopping

Answers

1. daisy 2. hat 3. good 4. London 5. seeing

Criterion

The learner will identify the unrelated word with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Critical Listening: Listening for Relationships **Objective No.** 14

Objective Given a category orally, the learner will state several related examples.

Cross Reference to Reading Objectives GC4, GC5, GC25, HC8, HC14, HS31

Teaching/Learning Strategy

Direct the learners' attention to the things that are located within the confines of the classroom. Identify several items, such as a watch, a clock, an hour glass, and a metronome. Help the learners realize that the objects are related because they identify time in some manner. Say: Clock, watch, hourglass, and metronome are devices which tell time.

Ask the learners to list several related items that are situated in the classroom and state words which point out the relationship.

Write a list of categories on the chalkboard similar to the following. Read each category slowly. Ask the learners to state as many related words as possible in one minute.

school supplies	living things
round objects	movie stars
red things	clothing
square items	vehicles that move
thin material	stories

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening

Level GH

Subskill Critical Listening: Listening for Relationships

Objective No. 15

Objective Given related details orally, the learner will draw a conclusion.

Cross Reference to Reading Objectives GC4, GC5, GC29, GC33, GC34, HC4, HC7, HC17, HC20

Teaching/Learning Strategy

Select a famous person, city, or event. State several related descriptions, and ask the learners to identify the item.

Read a familiar story, but change the names of the characters. Ask the learners to identify the story.

Direct a learner to cover his/her eyes. Identify an item for the class. Have the learner uncover his/her eyes. Have the learner ask ten questions about the item and then identify the item. If the response is correct, tell the learner to select another learner to continue the activity.

Provide each learner with a question about the location of an item found in other places in the world. Help the learners locate information and write several statements describing the location of the item. Have the learners orally share the descriptions so that another learner may attempt to identify the item. Write questions such as the following:

Where in the world would you go to find Lassie?
Where in the world can you find a koala bear?
Where in the world can a coconut fall off a tree?
Where in the world can you find an ice house?
Where in the world can you find Death Valley?
Where in the world can you find Alice's Wonderland?
Where in the world did Sounder live?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Identify Rhythm, Rhyme, and Tonal Quality **Objective No.** 1

Objective Given two oral poems, the learner will identify the difference in rhythm.

Cross Reference to Reading Objectives GW15, GW16, GW17, GL1, GL2, HC4, HL1, HL2

Teaching/Learning Strategy

Help the learners to compare the similarities in poems, paintings, and music. Provide a chart such as the one below. Ask the learners for input. Discuss the characteristics of each type of selection. Explain to the learners that poets use words and changes in rhythm to indicate a change in mood; artists use colors, strokes, and shades; and composers use pitch, tone, and time.

TYPE OF SELECTION	METHOD OF INDICATING MOOD CHANGES
painting	colors, strokes, shading
music	pitch, tone, time
poem	rhythm, words

Select a theme, such as transportation. Direct the learners to prepare poems, songs, and paintings on the subject. Help them compare the three methods of describing the topic. Display the works on a hall bulletin board or at a Fine Arts Festival. Label the display "Variety, the Spice of Life."

Play different musical selections, such as "A Frog Went A-Courtin'," "Erie Canal," and "America." Discuss the differences in mood and rhythm. Allow the learners to sing the songs. Spend a music period listening to selections which the learners suggest. Discuss the differences in rhythm of the selections.

Select poems having different rhythmic patterns. Read the poems and ask the learners to listen to the repetition of the rising and falling sounds in the poems. Have the learners tap the rhythm of the rising and falling sounds.

Read the following poems to the learners. Have the learners tap the rhythm in the poems. Ask the learners to identify the difference in rhythm in the poems.

OBJECTIVE NO. GH-1 (cont.)

1

Ride a cock horse
To Banbury Cross
To see a fair lady upon a white horse;
With rings on her fingers,
And bells on her toes,
She shall have music wherever she goes.

Mother Goose

2

Hippety hop to the barber shop,
To get a stick of candy,
One for you and one for me,
And one for Sister Mandy.

Mother Goose

Answers

1. galloping rhythm 2. skipping rhythm

Criterion

The learner will differentiate between rhythmic patterns with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Identify Rhythm, Rhyme, and Tonal Quality **Objective No.** 2

Objective Given an incomplete oral poem with a rhyming pattern, the learner will supply the omitted word.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Lead a discussion of rhyme. Explain that poems may have a rhyming pattern. Write an example such as the following on the chalkboard. Ask the learners to identify the missing rhyming words.

Autumn by Laura Szymanowska

Signs of autumn are everywhere.
We feel a definite chill in the ____. (air)
The leaves of autumn are colored so bright,
They float to the ground both day and _____. (night)
And as I kick the leaves all around,
I know that soon we'll have snow on the ground.

From Freckled Fantasies
Board of Education of the
City of Chicago, 1979

Stimulate the learners to write poems which contain examples of rhyming patterns and display them on a bulletin board or chart.

Select a poem, such as "The Plaint of the Camel" by Charles Carryl in the Arbuthnot Anthology of Children's Literature. Read the poem and omit the last word in a line. Ask the learners to state the rhyming word.

Criterion

The learner will supply an omitted rhyming word with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual_____	p._____	p._____	p._____
Nontextual_____	p._____	p._____	p._____
Reinforcement_____	p._____	p._____	p._____

Skill Listening **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 3

Objective Given an oral selection, the learner will identify the theme.

Cross Reference to Reading Objectives GC9. GC9, GC11, GC19, HC1, HL10

Teaching/Learning Strategy

Develop the concept of a theme by initiating the science unit on plants entitled "Learning More about How Plants Grow and How Man Is Dependent upon Them." Use the suggestions and guidelines in the Curriculum Guide for Science: Primary Three published by the Board of Education of the City of Chicago.

Encourage the learners to read, write, draw, and sing about plants. Take walking trips to the stores and around the community. Help the learners prepare a chart or exhibit which shows the interrelationship between man and plants. Point out that the title expresses the theme of the unit and that all pictures, examples, and ideas should explain or reinforce this theme. Use the following chart as a model. Allow the learners to explain the exhibit at a Science Fair.

Plants Are More Than Pretty

(We get things from plants...)

Directly	Indirectly
Vegetables -- Man eats roots, leaves, and seeds.	Meat -- Animals eat plants.

OBJECTIVE NO. GH-3 (cont.)

Read a story from a basal reader or language arts textbook or select a poem such as the one below. Direct the learners to state the theme of the selection.

Where Is Spring?
Oh, where is Spring
With flowers so bright
And birds that sing?

Where it is
I do not know...
All that's here is
snow
snow
snow.

Come out of hiding,
You sweet-smelling spring,
And bring with you
Birds, plants, and everything!

From Freckled Fantasies
Board of Education of the
City of Chicago, 1979

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 4

Objective Given a poem orally, the learner will state the mood and theme.

Cross Reference to Reading Objectives GC11, GC19, GC20, GC22, GL11, HC1, HC10, HL10, HL13

Teaching/Learning Strategy

Review the concepts of mood and theme with the learners. Point out that a theme is related to an idea, object, or event, while a mood is related to a feeling. Read a poem, such as "The Swing" by Robert L. Stevenson. Help the learners identify the mood and the theme of this poem.

Read the following Mother Goose rhyme. Lead the learners in a discussion of the elements of the verse. Direct the learners to state the mood and the theme.

Girls and Boys Come out to Play

Girls and boys come out to play,
The moon doth shine as bright as day.
Leave your supper and leave your sleep,
And come with your play fellows into the street.
Come with a whoop, come with a call,
Come with a good will or not at all.
Up the ladder and down the wall,
A halfpenny roll will serve us all.
You find milk and I'll find flour,
And we'll have pudding in half an hour.

Provide a selection which has a different mood and theme such as the Mother Goose rhyme below. Help the learners identify the mood and theme of the verse.

The Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe,
She had so many children she didn't know what to do;
She gave them some broth without any bread;
She whipped them all soundly and put them to bed.

(Continued)

OBJECTIVE NO. GH-4 (cont.)

Provide the learners with paint and paper. Divide them into two groups. Direct one group to illustrate one of the verses and ask the second group to illustrate the second verse. Label and display the pictures. Provide an opportunity for the learners to discuss how mood and theme are depicted in the illustrations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 5

Objective Given an oral poem, the learner will identify a change in mood or rhythm.

Cross Reference to Reading Objectives GC11, GC19, GC20, GC22, GS19, GL11, HC1, HC10, HL10, HL13

Teaching/Learning Strategy

Read poems similar to the following Mother Goose rhymes. Help the learners identify the changes in mood or rhythm in each selection.

The Cuckoo Bird

The cuckoo is a merry bird,
She sings as she flies,
And brings us good tidings,
And tells us no lies.

She sucks little birds' eggs
To make her voice clear,
That she may sing cuckoo!
Three months in the year.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
Who sat down beside her
And frightened Miss Muffet away!

Direct the learners to write a short poem which projects two distinct rhythms or moods. Select a learner to read a poem. Ask another learner to identify the two rhythms or moods. Assemble the poems in booklets and place them on the library table, or have the learners write the poems on illustrated cards for a special occasion.

OBJECTIVE NO. GH-5 (cont.)

Ask the learners to identify the mood or rhythm changes in the following poem. Have them describe and discuss similar personal feelings or incidents.

What Is Winter?

What is winter where you are?
Snow and ice and a cold high star?
Soft white flakes and snowball fights?
Warm in bed on dark cold nights?

Or is your winter one of flowers,
Golden sun, and long, bright hours?
Plants of green and sky of blue -
Is that how winter is for you?

White or green,
Ice or sun,
Winter comes,
Summer's done.

From Freckled Fantasies
Board of Education of the
City of Chicago, 1979

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening — **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style — **Objective No.** 6

Objective Given an oral selection, the learner will describe the setting.

Cross Reference to Reading Objectives GS26, GS29, GS30, GL25, HC14, HS26, HL14

Teaching/Learning Strategy

Lead a discussion of the setting of a selection. Compare the setting to the background and scenery in a movie or picture. Illustrate this concept by pointing out pictures with different backgrounds in social studies texts, basal readers, or literature books.

Maintain a "Social Studies" bulletin board and, as the year progresses, direct the learners to write and illustrate poems and stories which highlight the setting of a unit. Display the work on the bulletin board.

Read a selection such as Abraham Lincoln by Ingri D'Aulaire or The Ringling Brothers by Molly Cone. Lead a discussion of each selection and ask the learners to describe the backgrounds.

Provide a selection similar to the following Mother Goose rhyme. Ask the learners to describe the season and background for the verse.

The North Wind Doth Blow

The north wind doth blow,
And we shall have snow,
And what will poor robin
do then? Poor thing!
He'll sit in a barn,
And keep himself warm,
And hide his head under
his wing. Poor thing!

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 7

Objective Given an oral selection, the learner will identify the plot.

Cross Reference to Reading Objectives GC12, GC29, GC30, GC35, GL16, GL24, HC2, HC3, HC4, HC5, HC11, HC20, HS15, HL16, HL17, HL18, HL19, HL20

Teaching/Learning Strategy

Use an experience such as a holiday celebration. Ask the learners to describe the event. Tell the learners to point out the first, middle, and final events of the experience. Help the learners compare such personal events to the plot of a story or a play.

Read or tell a story, such as "Stone Soup" by Marcia Brown. Ask the learners to write the beginning, middle, and final events of the story. Accept statements such as the following:

Beginning: One day some hungry soldiers were returning from war and stopped at a village.
Middle: The villagers said that they had no food, but the hungry soldiers tricked them into making soup.
End: The soldiers ate the soup.

Read a story or play from a basal reader, language arts text, or literature book. Ask the learners to illustrate the beginning, middle, and end of the story. Have them show their illustrations in small groups as they identify the plot of the story.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 8

Objective Given the main characters in an oral selection, the learner will identify the traits.

Cross Reference to Reading Objectives GC17, GC24, GC25, GC36, GS18, GL17, GL18, GL24, HL21, HL22, HL23, HL27

Teaching/Learning Strategy

Involve the learners in a discussion of characters and character traits. Show the learners how the actions and statements of the characters reveal their personal qualities or traits. Ask the learners to use describing words to identify character traits.

Help the learners to prepare a chart similar to the one below. Direct the learners to draw pictures of a favorite character. Tell the learners to list the traits of the character on the illustrations. Provide time for the learners to present their characterizations to the group. Display the material.

OUR FAVORITE CHARACTERS

Look Like This	Act Like This
	boasting uneven speedy
	sure quiet plodding

Ask the librarian to provide numerous biographies and autobiographies. Have each learner read one or two. Direct the learners to prepare a report and a suitable display about the traits of their favorite character. Provide time for the learners to present their reports to the group. Point out that the report should have a title, background information, a description of the traits of the character, and a summary.

OBJECTIVE NO. GH-8 (cont.)

Read a myth, hero tale, or a story such as "The Steadfast Tin Soldier" by Hans Christian Andersen. Discuss the story with the learners and direct them to identify the main character and his/her character traits.

Read "The Hare and the Tortoise." Direct the learners to listen to determine character traits. Provide a list of descriptive words and tell the learners to list the applicable character traits under the name of the character.

CHARACTER TRAITS	HARE	TORTOISE
boasting quiet plodding sure uneven speedy steady calm	boasting uneven speedy	sure quiet plodding steady calm sure

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Recognize Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 9

Objective Given an expressive oral selection, the learner will identify the emotions.

Cross Reference to Reading Objectives GC18, GC21, GC25, GL13, HL13, HL15

Teaching/Learning Strategy

Lead a discussion of the manner in which movies, plays, music, pictures, stories, and poems affect feelings. Direct the learners to identify a selection and describe the personal feelings which it evokes.

Provide the learners with paper and pencil. Prepare a recording of a selection, such as "Little Burnt Face" from The Arbuthnot Anthology of Children's Literature compiled by May Hill Arbuthnot or "Aladdin and the Lamp." Direct the learners to listen and draw faces to depict the changes in emotion as the story is read. Discuss the emotions and corresponding pictures.

Provide a list of topics such as those below. Stimulate the learners to select a topic which reminds them of a personal experience. Direct the learners to prepare presentations which describe the experiences and summarize them for the group. Ask the members of the group to identify the emotions.

My Happiest Day
A Sad Event
An Embarrassing Accident
How I Lost My Best Friend
Courage Is Shown in Many Ways
My Anger Caused a Big Problem

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Identify Figurative Language **Objective No.** 10

Objective Given an incomplete simile or metaphor orally, the learner will supply the omitted word.

Cross Reference to Reading Objectives GC1, GC26, GC27, GC28, GC29, GL7, HL6, HL25

Teaching/Learning Strategy

Explain that metaphors and similes are figures of speech that compare persons or things that seem different. Show how the simile expresses the comparison directly, often using the terms like or as. Provide examples such as those below. Discuss the examples with the learners. Ask the learners to state a simile and a metaphor. Place the examples on the chalkboard and have the learners examine them. Erase the board after several days. State part of a simile or metaphor and ask the learners to complete it.

1. Joan is as busy as a _____.
2. His hair was _____.
3. The child is as cold as _____.
4. Her hands are as soft as _____.
5. His nose is like a _____.
6. Her eyes are _____.
7. His heart is like a _____.
8. The grass is a _____.
9. The flower is as yellow as _____.
10. The sun is an _____.

Read a poem such as the one below. Help the learners identify the figurative language. Lead a discussion of the meaning of the expressions. Have the learners illustrate the poem.

The Human Brain

A human brain is an oyster with a pearl inside.
To break the bonds which shut the shells would give a
  radiance like millions of stars.
But that is hard work and to do that you need not
  crowbars, fire, hammers, and tongs,
But schools, books, parents, and friends.
The work is not easy, and many times the hands
  wander from the tools.
But can they be put back? That is the question!
Mine can!

From Freckled Fantasies
Board of Education of the
City of Chicago, 1979

Answers

Possible responses follow:

1. bee 2. straw 3. ice 4. cotton 5. cherry 6. dark pools
7. stone 8. green carpet 9. butter 10. orange ball

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** GH

Subskill Recreational Listening: Derive Enjoyment **Objective No.** 11

Objective Given a play, story, song, or poem, the learner will listen and respond appropriately.

Cross Reference to Reading Objectives GC18, GC19, GC22, HL11

Teaching/Learning Strategy

Select stories, plays, songs, and poems from basal readers, language arts texts, music books, and literature books. Tape a selection and provide an opportunity for the learners to listen to the tape in small groups. Remind the learners to listen attentively to the selection so that they may discuss it with their group. Have the learners share the highlights of their discussion with the class.

Ask the learners to identify selections which may be used for future recreational listening activities. Have them tape the selections after practicing them. Provide opportunities for the learners to attend assemblies, presentations, and other such events. Invite members of the local high school drama club or band to make presentations for the learners. Have the learners discuss the events, draw a series of pictures illustrating them, and write stories about them. Prepare a bulletin board display of their work.

Have the learners plan and conduct a class talent show. Have them present it for parents, another room, school officials, or for the residents of a neighborhood senior citizens' home.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Speech is a mirror of the soul;
As a man speaks, so is he.

Publilius Syrus

SPEAKING

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Articulation and Pronunciation **Objective No.** 1

Objective Given a selection, the learner will read it, using good articulation and pronunciation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Choose a story from the basal reader or an appropriate library book. Present any new vocabulary words, and provide a short introduction to the story to motivate the learners. Direct the learners to read the story silently. Select learners to read parts of the story aloud to the class. Guide the learners to speak clearly and use appropriate vocal intonation. Tape the oral readings and play it back for the learners to listen to their oral reading.

Have the learners choose a selection or story they would like to read to the class. Allow the learners time to prepare. Help the learners to pronounce any new vocabulary words. Set aside time for learners to read aloud a part or an entire story. Direct the learners to speak clearly and use appropriate vocal intonation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Articulation and Pronunciation **Objective No.** 2

Objective Given "tongue twisters," the learner will practice articulation and pronunciation.

Cross Reference to Reading Objectives GL9, HL8, HL9

Teaching/Learning Strategy

Introduce "tongue twisters," and practice saying them aloud with the group. Include them in the study of alliteration in poetry. Encourage the learners to notice the effect the rate of speech has on clarity.

Use tongue twisters similar to the ones which follow:

Susie selects seasnells by the seashore.
Daddy did dump the dirt down the ditch.
Lazy Lucy lies around licking a lollipop.
Charlie chases chickens with a chair.

Encourage the learners to write their own tongue twisters. Assemble a bulletin board on alliteration and mount student examples. Provide some tongue twister starters similar to the ones which follow:

Betty and Bob bought....
Sally saw sights....
Joe and John joined....
The vicious villain....

Criterion

The learner will say tongue twisters with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Articulation and Pronunciation **Objective No.** 3

Objective Given a poem containing alliteration, the learner will read it orally.

Cross Reference to Reading Objectives GL9, HL8

Teaching/Learning Strategy

Select a poem containing alliteration. Print the poem on the chalkboard. Read the poem aloud, highlighting the alliteration. Read the poem a second time, and invite the learners to recite the lines with alliteration. Lead the learners to see that words in the alliterative lines begin with the same letter(s). Ask for volunteers to underline the letter(s) on the chalkboard. Include the following Mother Goose rhymes:

Peter Piper

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

When a Twister A-Twisting

When a twister a-twisting will twist him a twist,
For the twisting his twist, he three times doth intwist;
But if one of the twines of the twist do untwist,
The twine that untwisteth, untwisteth the twist.

Have the learners select examples of poems containing alliteration from the basal reader or an appropriate literature book. Direct the learners to read the poem orally to the class, after preparing the presentation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Pronunciation **Objective No.** 4

Objective Given a list of words containing long vowels, the learner will pronounce the words correctly.

Cross Reference to Reading Objectives GW5, GS12, HW20

Teaching/Learning Strategy

Explain the use of diacritical markings. Write the diacritical marking for a long vowel sound on the chalkboard. Use a word similar to the one which follows:

rōpe

Discuss the pronunciation rules for long vowel sounds. Guide the learners to pronounce new words containing long vowel sounds by either decoding the word or locating it in the dictionary. Encourage the learners to expand their speaking vocabulary.

Provide a list of words containing long vowel sounds. Use the Dolch sight words (HW20), the basal reader, content area texts, and library books to compile the list. Read five words aloud; direct the learners to listen carefully and repeat the words. Select a learner to read several of the words aloud. Use words similar to the ones which follow:

clean	light	cone	rake	eel
keep	own	bike	use	mule

Provide incentives to encourage the learners to build their speaking vocabulary.

Criterion

The learner will pronounce words containing long vowel sounds with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Pronunciation **Objective No.** 5

Objective Given a list of words containing short vowels, the learner will pronounce the words correctly.

Cross Reference to Reading Objectives GW5, GS12, HW20

Teaching/Learning Strategy

Explain the use of diacritical markings. Write the diacritical marking for a short vowel sound on the chalkboard. Use a word similar to the one which follows:

Discuss the pronunciation of short vowel sounds. Guide the learners to pronounce new words containing short vowels by either decoding the word or locating it in the dictionary. Encourage the learners to expand their speaking vocabulary.

Provide a list of words containing short vowels. Use the Dolch sight words (HW20), the basal reader, content area texts, and library books to compile the list. Read five words aloud; direct the learners to listen carefully and repeat the words. Select a learner to read several of the words aloud. Listen for the correct pronunciation of the words. Use words similar to the ones which follow:

comet	small	on	got	sit
sun	better	full	inch	if

Provide incentives to encourage the learners to build their speaking vocabulary.

Criterion

The learner will pronounce words containing short vowels with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Pronunciation **Objective No.** 6

Objective Given a list of words, the learner will identify and correctly pronounce the long and short vowel sounds.

Cross Reference to Reading Objectives GW5, GS12, HW20

Teaching/Learning Strategy

Explain the use of diacritical markings. Write the diacritical markings for long and short vowel sounds on the chalkboard. Use words similar to the ones which follow:

hāte hăt

Discuss the pronunciation for long and short vowels. Guide the learners to pronounce new words by either decoding the word or locating it in the dictionary. Write several words containing long and short vowels on the chalkboard. Have the learners pronounce the words and place the appropriate diacritical marks on each.

Have the learners respond as a group to begin this activity. Then select two learners to compete against one another. Encourage the learners to expand their speaking vocabulary.

Criterion

The learner will pronounce words containing long and short vowels with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Volume Control **Objective No.** 7

Objective Given various situations, the learner will speak in an appropriate volume.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the use of volume in speaking. Help the learners to understand that the speaker's volume can change, depending on the conditions and the space available. Provide various examples of volume control in the classroom. Ask the learners to listen carefully to determine if the same volume was used in each situation. Include situations similar to the ones which follow:

teaching a lesson in a small reading group
teaching a lesson to the entire class
reading a dramatic, emotional story to the class
speaking informally to a few learners.

Allow the learners to provide their own examples.

Have a learner practice a speech or part of a play in the classroom. Encourage the use of an appropriate volume to make sure everyone can hear. Take the group to a larger room, such as an auditorium, and have the learner repeat the speech. Discuss the effect of the space on the ability to hear the speaker. Direct the learners to adjust the volume to the space of the room. Repeat the process in a small room. Discuss volume as it is affected by space and conditions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 8

Objective Given a poem to read aloud, the learner will clap to its natural rhythm.

Cross Reference to Reading Objectives GL2, HL1

Teaching/Learning Strategy

Choose a simple popular song. Write the lyrics on the chalkboard. Play a tape or record of the song. Help the learners become familiar with the song's rhythm. Direct the learners to clap softly to the rhythm of the song. Help the learners to sing and clap simultaneously. Allow the learners to present other songs to the class.

Select a familiar poem from the basal reader or an appropriate literature book. Write the poem on the chalkboard. Read the poem aloud. Help the learners become familiar with the sense of rhythm in the poem. Direct the learners to clap softly as the poem is read aloud. Help the learners to simultaneously read and clap. Include the following Mother Goose rhyme:

Pease Porridge Hot

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 9

Objective Given a word or phrase, the learner will repeat it, using vocal flexibility to change the mood.

Cross Reference to Reading Objectives GL11, HL13

Teaching/Learning Strategy

Discuss the use of various vocal intonations in speaking. Help the learners understand that the meaning of a particular phrase or sentence can change, depending on the way it is said by the speaker. Provide several models of appropriate phrases. Direct the learners to listen to the intonation, cadence, rate, pitch, and tone of each phrase. Have the learners identify the mood. Encourage the learners to compare and contrast the auditory presentations of the phrases. Use a phrase similar to the one which follows:

What did you say?

Express the following moods:

anger
disbelief
joy
question
surprise

Write several phrases on the chalkboard. Include the following:

Did you hear me?
I'm lost!
Stop!
What?

Direct the learners to select a particular phrase and read it aloud to the class. Allow the learners to use their voice to create the mood. Have the other learners identify the mood. Stress that more is conveyed in an oral statement than words; guide the learners to understand the use of vocal intonation, cadence, rate, and pitch in creating mood.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 10

Objective Given a selection to read orally, the learner will utilize punctuation marks.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the use of punctuation marks as cues to vocal inflections. Make a chart similar to the one which follows:

PUNCTUATION CLUES		
Period	(.)	The voice goes down.
Question mark	(?)	The voice rises.
Exclamation mark	(!)	The voice shows excitement, anger, or surprise.
Comma	(,)	The voice pauses.

Write several sentences which contain the above punctuation marks on the chalkboard. Direct the learners to read each sentence silently, noting the punctuation marks. Select a learner to read a sentence aloud. Stress the importance of using punctuation clues in oral reading.

Select a paragraph from the basal reader or an appropriate content area text. Read the paragraph aloud as the learners silently read the selection. Guide the learners to listen to the various vocal inflections and to pause as the paragraph is read. Guide the learners to understand the importance of punctuation marks as aids in reading. Have a learner read a selection to the class. Remind the learner to speak clearly and to use punctuation marks as cues to vocal inflections.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Use and Control of the Body **Objective No.** 11

Objective Given an object, title, or place, the learner will use "body language" to convey the meaning.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss "body language" and how it can be used to express something that is not said and to reinforce something that is said. Show the learners examples of facial expressions and body gestures. Guide the learners to mimic the body language used to convey a message. Provide many examples of body language. Have the learners guess the message. Begin with simple messages, such as "no," "yes," and "sit down." Try to utilize nonverbal communication whenever possible.

Play the game "Charades." Directions for playing the game follow:

1. Write several object names, titles, or places on cards.
2. Have a learner select a card.
3. Direct the learner to read the card silently and to use pantomime to convey the message to the other learners.
4. Allow the other learners to guess the object, title, or place.
5. Have the learner who correctly identifies the message select another card.
6. Continue to play until all learners have had an opportunity to participate.

Discuss the various clues used in "Charades." Include the following clues:

MESSAGE	NONVERBAL CLUE
sounds like	touching ear
longer	pulling hands apart
shorter	placing hands close together
first	holding one finger up
no/yes	shaking head sideways/up and down

OBJECTIVE NO. GH11 (cont.)

Make a list of nonverbal clues. Place them on a chart with the appropriate messages they convey. Have the learners add to the list whenever necessary. Ask them to illustrate the nonverbal clues.

Divide the learners into small groups or teams. Encourage the learners to give stimulating clues. Begin with simple objects; then advance to more complicated titles.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Use and Control of the Body **Objective No.** 12

Objective Given certain situations, the learner will react without using words.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the use of nonverbal communication. Help the learners to understand that body gestures and facial expressions are a form of communication. Provide many opportunities for the learners to use nonverbal communication in the classroom. Write several situation cards. Have a learner choose a card, read it silently, and pantomime the situation. Have the other learners try to guess the situation. Allow the learner who guesses the situation to select a card. Use situation cards similar to the ones which follow:

Everyone is noisy, and you are trying to work.
Someone puts a plate of delicious food in front of you.
Someone puts a plate of food you really hate in front of you.

Explain the phrase, "Actions speak louder than words." Guide the learners to understand that body gestures and facial expressions are a part of communication. Help the learners to realize that gestures and facial expression are also part of verbal communication. Provide examples of gestures and facial expressions during an informal conversation or oral report or when reading a story aloud. Discuss the use of body language.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Mechanics of Speaking: Use and Control of the Body **Objective No.** 13

Objective Given an opportunity to talk to a group, the learner will maintain eye contact with the group.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the guidelines for good speaking, as follows:

> Stand quietly and relaxed.
> Face the audience.
> Speak clearly and loud enough to be heard.
> Be prepared; know your subject.
> Have a simple outline in mind.
> Use notes when needed.
> Use appropriate gestures and facial expressions.
> Use visual aids when necessary.

Stress the importance of facing the audience. Help the speaker understand that he/she must watch the listeners to know their reactions, when to stop, and when to pause for questions. Help the listeners understand that they must watch the speaker's expressions and gestures to get the full meaning of the presentation. Lead the learners to understand the importance of eye contact between the speaker and the audience.

Assign appropriate topics from the content areas for the learners to prepare oral reports. Review the guidelines for good speaking. Have the learners present their topic to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Standards **Objective No.** 1

Objective Given a person or an object, the learner will present an accurate description.

Cross Reference to Reading Objectives GC23, GC4

Teaching/Learning Strategy

Discuss various ways to describe a person or object, such as appearance, operation, and use. Provide possible descriptions of an object, ranging from very simple to complex, depending upon the learners' maturity. Help the learners understand the descriptive language used to identify the object. Make a mystery box. Place objects in the box related to the content areas, such as a magnet, magnifying glass, compass, thermometer, or metric measuring tape. Direct the learners to select an object from the box and prepare a description of it. Have the learners present their descriptions to the class. Encourage the learners to use precise words in describing their objects.

Set aside a regular time for the use of descriptive language. Help the learners develop a vocabulary of descriptive terms for things they see, feel, touch, smell, or hear. Encourage the use of these words by providing a "What Is It?" time. Allow the learners to bring in items and describe them. Have one learner choose or bring an item and describe it to the class. Direct the learners to ask questions such as the following:

How do you use it?
What does it look like?
What does it feel like?
Does it make a sound?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Standards **Objective No.** 2

Objective Given an interview assignment, the learner will report appropriate information.

Cross Reference to Reading Objectives HC26

Teaching/Learning Strategy

Discuss interviews. Guide the learners to understand the interview process. Explain the procedures and techniques that are used. Direct the interviewer to know about the person he/she will meet and to ask pertinent questions. Direct the reporter to record information accurately during the meeting.

Stress the importance of impartial reporting. Select three learners: one to be a famous person, one to be an interviewer, and one to be a reporter. Use an appropriate biography to identify an interviewee. Provide library books, content area texts, newspapers, magazines, and resource materials for the learners to use in investigating the person's life. Direct the interviewer to conduct the meeting as an extension of a content area project. Have the reporter tell the class about the interview. Tell the other learners to listen carefully to determine if the reporter is telling the facts as stated during the interview.

Invite a community person, school helper, or resource person to the classroom for the purpose of conducting an interview. Establish procedures for the interview and direct the learners to prepare a report on it. Make it the responsibility of the learners to accurately report appropriate information. Give the learners the responsibility of reporting the facts. Direct the learners to write the questions asked and the answers given. Have the learners report to the class on the interview.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Standards **Objective No.** 3

Objective Given a subject, the learner will prepare an oral report.

Cross Reference to Reading Objectives HC7

Teaching/Learning Strategy

Discuss oral reports. Have the learners develop guidelines for presenting oral reports. Write guidelines similar to the following on the chalkboard:

Presenting an Oral Report

Select a topic.
Find information on the topic.
Stay on the topic.
Speak clearly and loudly.
Use complete sentences.
Use visual aids, if appropriate.
Allow for questions or comments.

Provide opportunities for the learners to listen to oral reports. Help the learners develop their oral reporting skills.

Select a subject from a content area. Guide the learners in choosing an interesting topic for the oral report. Provide content area texts, library books, magazines, newspapers, and resource materials for learners to use in finding information on the topic. Help the learners organize the materials and prepare an outline. Encourage the learners to be enthusiastic when presenting their reports.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Standards **Objective No.** 4

Objective Given a purpose for speaking, the learner will present an oral report.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Have the learners identify purposes for speaking. Include the following purposes in the discussion:

- to talk about a topic of concern
- to give an interpretation
- to give information
- to give a comment
- to entertain
- to give directions

Emphasize the importance of identifying the purpose for speaking. Provide several models of good speech. Utilize teachers, students, and WBEZ and media broadcasters as examples of acceptable standard speech. Direct the learners to identify the intended purpose of a particular speech.

Have the learners select topics for oral reports and help them identify the purpose of their oral reports. Direct the learners to write down their purpose or goal. Have the learners present their oral reports to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Responsibility of a Speaker **Objective No.** 5

Objective Given a role as a speaker, the learner will consider the listeners.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Write a list of five appropriate topics on the chalkboard. Have the learners rank the topics by interest level. Use a code similar to the one which follows:

Most interesting - 1
Least interesting - 5

Explain to the learners that some topics are more interesting than others and that the speaker must be aware of the interests and level of the group. Explain that an interesting topic may be presented in a boring manner.

Help the learners select an interesting topic for an oral report. Guide the learners in choosing an appropriate subject and in preparing visual aids to make their oral presentations more interesting. Encourage the speakers to be enthusiastic and stimulating in presenting their oral reports. Allow the learners to ask questions and contribute pertinent comments.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Responsibility of a Speaker **Objective No.** 6

Objective Given a discussion situation, the learner will identify the roles of a participant and a leader.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide the learners with examples of well-organized group discussions. Have the learners observe a group of learners involved in a discussion or an appropriate WBEZ broadcast. Have the learners establish guidelines for the discussion leader and the participants. Help them to understand their relationship to each other. Include the following points:

The discussion leader--
- knows the subject
- keeps the participants on the subject
- keeps control of the group
- listens attentively
- guides the participants to use of respect and courtesy
- stops the discussion when the subject is exhausted
- summarizes the discussion.

The discussion participant--
- knows the subject
- listens attentively
- speaks clearly
- stays on the subject
- uses complete sentences.

Have the learners select a common topic of interest for discussion. Select a discussion leader and several participants to engage in the discussion. Allow the learners time to prepare. Set aside a specific time for the discussion. Direct the learners to understand the roles of the discussion leader and the participants and their relationship to each other.

OBJECTIVE NO. GH-6 (cont.)

Place some of the following suggested discussion topics on the chalkboard. Have the learners select a topic.

What are the duties of the mayor and the members of the city council?

Why should we protect the environment in Chicago?

How do some Chicagoans satisfy their economic needs?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Organizing Ideas **Objective No.** 7

Objective Given a subject for an oral report, the learner will gather information.

Cross Reference to Reading Objectives GS22, GS23, GS28, HC7, HS2, HS15

Teaching/Learning Strategy

Discuss the gathering of information. Encourage the learners to tell how they gather information. Provoke the discussion by asking questions similar to the following:

1. What is today's date?
2. Who won the baseball game?
3. How far is it to Washington, D.C.?

Lead the learners into a discussion of the various sources of information for preparing an oral report. Explain the various sources of information and provide examples of each. Include the following sources of information:

content area texts	dictionaries	library books
diagrams	encyclopedias	maps

Help the learners understand the specific use of each of the reference materials. Compare and contrast their particular uses. Suggest several topics for oral reports. Include subjects from the content area units, such as from the Curriculum Guide for Science, Primary Three published by the Board of Education. Use topics similar to those which follow:

The Parts of a Plant	Products from Plants
What Plants Need To Grow	Plants and Weather
Foods We Get from Plants	Plants throughout the Seasons
House Plants	

OBJECTIVE NO. GH-7 (cont.)

Have the learners select a particular topic for an oral report. Provide appropriate content area texts, library books, and other resource materials. Help the learners gather and organize the information to support the main idea of their topic. Encourage the learners to locate other reference materials. Have the learners outline the information to facilitate presentation of their oral reports.

Help the learners use the following outline format to organize their information:

The Parts of a Plant

I. Roots

II. Stem

III. Leaves

Answers

1. calendar 2. sports section of a newspaper or sports news on the radio or television 3. atlas or United States map or globe

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Organizing Ideas **Objective No.** 8

Objective Given a report to present orally, the learner will prepare an introduction.

Cross Reference to Reading Objectives HC5

Teaching/Learning Strategy

Discuss the purpose of an introduction in an oral report. Stimulate the discussion by writing the following beginning on the chalkboard:

An effective introduction....

Direct the learners to complete the sentence. Include sentence endings similar to the following:

arouses the listener's curiosity
captures the listener's attention
introduces the characters, storyline, or topic
identifies the topic.

Provide many opportunities for the learners to observe and discuss effective oral presentations. Have the learners observe films, filmstrips, WBEZ broadcasts, WTTW programs, and media reports. Discuss the function of introductions in each.

Help the learners recognize effective introductions. Have them ask themselves if the introduction did all the things it was supposed to do. Direct the learners to prepare introductions with the guidelines in mind. Encourage the learners to stimulate the listeners' interest by preparing an effective introduction. Provide an opportunity for the learners to show their introductions in small groups.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Organizing Ideas **Objective No.** 9

Objective Given a subject for an oral report, the learner will present relevant information.

Cross Reference to Reading Objectives GC8, GC30, HC1, HC5, HC7

Teaching/Learning Strategy

Discuss the presentation of an effective oral report. Develop guidelines for presenting an effective oral report. Include the following:

- Definition of topic
- Preparation of information
- Use of complete sentences
- Organization of ideas
- Clear speech

Stress the importance of staying on the subject. Provide an oral report which has relevant and irrelevant information. Read it orally and provide a written copy after it has been read. Have the learners mark the irrelevant statements. Discuss the statements marked. Lead the learners to understand the importance of staying on the topic.

Assign topics for oral reports. Help the learners understand and develop their particular topics into an effective oral report. Show the learners how to use the five "W's" format (who, what, when, where, and why) to organize relevant information for their reports.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Organizing Ideas **Objective No.** 10

Objective Given a subject for an oral report, the learner will prepare an appropriate conclusion.

Cross Reference to Reading Objectives GC30, GC34, HC18

Teaching/Learning Strategy

Explain the term conclusion. Discuss the function of a conclusion. Provoke discussion by asking the question: What is the purpose of a conclusion? Include the following points:

- to summarize the points or details
- to review the content
- to build to a climax
- to provoke thought

Provide examples of each type of conclusion through various media. Discuss the function of the conclusion in each example.

Prepare or select several oral presentations. Use WBEZ broadcasts or resource persons to present oral reports. Help the learners analyze the oral presentation and discuss the effectiveness of its conclusion.

Stress the importance of the conclusion in a well-organized report. Have the learners prepare an oral report. Guide the learners in planning an effective conclusion.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Organizing Ideas **Objective No.** 11

Objective Given a subject for an oral report, the learner will arrange the report in sequence.

Cross Reference to Reading Objectives GL16, HC2, HC3, HC4, HL18

Teaching/Learning Strategy

Stress the effectiveness of a well-organized oral or written report. Discuss the arrangement of information. Have the learners prepare an oral report. Have them arrange the points in sequential order and outline the information to facilitate the presentation of the report. Help the learners understand the importance of the report's introduction, body, and conclusion. Have the learners present their reports to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 12

Objective Given a word, the learner will respond with an antonym.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the term antonym. Provide examples, such as hot-cold, laugh-cry, and start-finish. Lead the learners to the conclusion that an antonym is a word which means the opposite of another word. Ask the learners to suggest word pairs that are antonyms.

Compile a list of words. Use the Dolch list (BW30, CW18, DW12, FW26, and HW20), the basal reader, content area texts, and library books to compile the word list. Write each word on a flash card. Instruct the learners to correctly pronounce the word and to give an antonym for the word. Help the learners understand that a word may have more than one antonym but that one particular antonym may be more precise. Include an example similar to the following: big - little, small, tiny. Guide the learners to understand that some words have multiple meanings. Include an example similar to the following: right - left, wrong.

Continue to expand the word list. Encourage the learners to contribute new words.

Criterion

The learner will supply an antonym to a given word with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 13

Objective Given a "mood" word, the learner will tell as many words as he/she can that are used to create that word.

Cross Reference to Reading Objectives GC11, GC22, GL11, HC10, HL13

Teaching/Learning Strategy

Read a story or poem aloud. Tell the learners to close their eyes and listen. Write the word or words on the chalkboard that describe the mood of the poem. Encourage the learners to describe the mental images they experienced as the story was read. Compare responses.

Select two stories from the basal reader: one happy and one sad. Direct the learners to read the stories. Ask the learners to list the words that are used to tell the happy story and the sad story. Write these words on the chalkboard. Use the following headings:

Happy Words	Sad Words

Discuss how words are used to create the mood of the selection. Guide the learners to understand the relationship of antonyms and synonyms in comparing and contrasting the descriptive words in the stories.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 14

Objective Given a word, the learner will respond with a synonym.

Cross Reference to Reading Objectives GC11, GC23, GC27, HL6

Teaching/Learning Strategy

Discuss the term synonym. Provide examples, such as clean - wash; fall - drop; start - begin. Lead the learners to the conclusion that a synonym is a word which means the same or about the same as another word. Ask the learners to suggest word pairs that are synonyms. Explain descriptive phrases. Provide examples similar to the following:

as big as a house as large as the ocean

Compile a list of words. Use the Dolch list (BW30, CW18, DW12, FW26, and HW20), the basal reader, content area texts, and library books to compile the word list. Write each word on a flash card. Instruct the learners to correctly pronounce the word and to give a synonym for the word. Help the learners understand that a word may have more than one synonym but that a particular synonym may be more precise. Include an example similar to the following: big - enormous, huge, large.

Continue to expand the word list. Encourage the learners to contribute new words.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Situational Speech **Objective No.** 1

Objective Given an opportunity, the learner will properly make an introduction.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the formalities of social introductions. Help the learners understand the importance of introducing and meeting new people. Provide the learners with examples of good introductions in the classroom. Introduce one learner to another. Use the following guidelines:

Be friendly.
Speak clearly.
Pronounce names correctly.
Encourage conversation.

Involve the learners in various parts of an introduction, such as the person making the introduction or the person introduced. Guide the learners to understand the importance of introductions. Point out the social courtesies involved in certain introductions. Guide the learners to understand the following introductions:

All guests are introduced to the hostess.
"Mrs. Jackson (hostess), may I present Miss Bradford (guest)."
Parents are introduced to the teacher.
"Miss Reilly (teacher), this is my mother."
Young people are introduced to older people.
"Mother, this is my friend Hilda."

Role-play various situations, having the learners introduce persons. Help learners to properly introduce persons.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level GH

Subskill Communication Techniques: Situational Speech Objective No. 2

Objective Given an introduction to a person, the learner will make the appropriate acknowledgment.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the formalities of social introductions. Stress the importance of acknowledging every introduction. Provide examples of acknowledging formal introductions, such as--

"Hello, Mrs. Smith, I'm glad to meet you."
"How do you do, Mrs. McClure."
"Dr. Jones, I'm so happy to meet you."

Provide examples of acknowledging informal introductions, such as--

"Hi, Mary!"
"Hi, Bob, nice meeting you."
"Hi, Sally, how are you?"

Have the learners practice introducing each other and acknowledging introductions.

Encourage the learners to repeat the name of the person when acknowledging introductions, to make sure they heard the name correctly. Explain that they should ask the person to repeat his/her name, if necessary, to facilitate pronunciation. Provide the learners with opportunities to introduce new students, persons, or teachers. Help the learners develop good introduction skills.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Situational Speech **Objective No.** 3

Objective Given a telephone message, the learner will deliver the message correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Use model or imaginary telephones. Have the learners answer the phone and take messages. Direct the learners to write the message down, repeat it, check for accuracy, and deliver the message correctly. Help the learners practice giving and taking phone messages. Stress the importance of accurately reporting the information. Begin with simple messages and advance to more complicated ones.

Provide several opportunities for the learners to give and take phone messages. Direct the learners to record the messages accurately. Use a phone conversation similar to the one which follows:

Learner: Hello.
Caller: Is Mary there?
Learner: She's not here now. May I take a message?
Caller: Yes. If she returns before 12:00, have her call me at 765-3596. If she returns after 12:00, have her call me at 675-4952. Any questions?
Learner: (Writing) Yes. Who is this?
Caller: Oh! Tom Jones.
Learner: All right, Mr. Jones. Let me see if I have written everything correctly. (Repeat message.)
Caller: That's correct. Good-bye.
Learner: Good-bye, Mr. Jones. I'll give Mary the message.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Situational Speech **Objective No.** 4

Objective Given an emergency situation, the learner will dial an emergency assistance telephone number.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Help the learners understand the purpose of an emergency assistance number. Discuss the reasons to call for emergency assistance. Have the learners memorize the 911 telephone number. Develop a procedure for using the 911 phone number in an emergency situation. Include the following guidelines:

Assess the emergency situation.
Dial 911.
Speak clearly.
State situation in a concise manner.
State location.
Evacuate danger area (if necessary).

Use play or imaginary telephones. Have the learners practice calling and answering the 911 emergency assistance number. Stress the importance of acting quickly in an emergency situation when lives may depend on it.

Direct the learners to memorize other important phone numbers in case of an emergency situation at school or elsewhere. Include the following phone numbers:

home
babysitter
parent's place of employment
close family friend or relative

Criterion

The learner will dial an emergency assistance telephone number with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill — Speaking — Level GH

Subskill — Communication Techniques: Situational Speech — Objective No. 5

Objective — Given a model telephone, the learner will role-play various situations.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss telephone courtesy. Guide the learners to use proper, courteous phrases on the telephone. Encourage the learners to--

ask to speak to the person they want
answer the phone politely
use appropriate, courteous phrases
speak clearly, slowly, and in an audible tone
state their reason for calling
take any message correctly.

Have the learners use play or imaginary telephones. Supply various situational conversations for the learners to practice on the telephone.

Direct the learners to use proper habits when talking on the telephone. Include situations similar to the ones which follow:

Invite a friend to a party
Ask about homework assignments
Ask about a field trip
Change plans
Request information
Order something.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Situational Speech **Objective No.** 6

Objective Given instruction in using the telephone, the learner will respond appropriately to a wrong number.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the rules for answering the telephone and telephone courtesy. Discuss the possibility of either dialing or receiving a call for a wrong number. Stress the importance of answering the telephone in the proper manner, such as--

"Hello, this is Jim Jones speaking."
"Good morning, this is the Smith residence."

Encourage the learners to identify themselves immediately when making or receiving a telephone call.

Explain how to answer a call that is a wrong number. Use a format similar to the following:

Ask the person to repeat the name of the person desired.
Ask, "What number did you want?"
Do not give your phone number.
Say, "I'm sorry, you have the wrong number."
Hang up the receiver quietly.

Explain what to do if the learner dials a wrong number. Use a format similar to the following:

Ask the person if this is _____. (State phone number.)
Say, "I'm sorry. I must have the wrong number."
Call the operator to report the wrong number call and to check the phone number, if necessary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill: Speaking — Level: GH

Subskill: Communication Techniques: Interpretation — Objective No. 7

Objective: Given a story, the learner will identify a favorite character and give reasons for the selection.

Cross Reference to Reading Objectives: GC17, GC18, GC24, GC25, GL17, GL18, HL25, HL26

Teaching/Learning Strategy

Read or tell a story. Discuss the characters in the story. Ask questions similar to the following to stimulate the discussion:

Who was your favorite character?
Why did you select this character?
What did you like best about this character?
What is this character's best line? Read the quote aloud.
How would you describe this character to someone who has not read the story?

Allow learners to dramatize their favorite character.

Direct the learners to read an appropriate level story, either fiction or fantasy. Have the learners select a story from the basal reader or a library book. Ask the learners to tell which character they would like to be. Encourage the learners to tell why they favor this character, explain what they like about the character, and dramatize their interpretation of the character.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Interpretation **Objective No.** 8

Objective Given two or three stories, the learner will tell which central character he/she would rather be and why.

Cross Reference to Reading Objectives GC17, GC18, GC19, GC24, GC25, GL17, GL18, HL222, HL26

Teaching/Learning Strategy

Read or tell the following stories:

Snow White and the Seven Dwarfs
Sleeping Beauty
Cinderella.

Discuss the characters and the plot after reading each story. Ask the learners to compare and contrast the heroine, prince, and "bad person" in each story. Ask the learners to explain their favorite character. Encourage the learners to dramatize their favorite character.

Read or tell three stories. Discuss the characters and plot after each story. Encourage the learner to write a few statements to help him/her remember the story. Use the following suggested format:

Write the title.
Describe the plot.
Select the character you liked best.
Explain why you liked this character best.

Help the learners to understand each story and to select the character they liked best in each story. Have the learners select the character they liked best from all the stories. Guide the learners in selecting their choice for best character. Help them to compare and contrast characters. Have each learner explain his/her choice.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill: Speaking

Level: GH

Subskill: Communication Techniques: Interpretation

Objective No. 9

Objective: Given a list of "mood" words, the learner will tell a reasonable story using the "mood" words.

Cross Reference to Reading Objectives: GC26, GL11, HC10, HL10, HL13

Teaching/Learning Strategy

Read a short, unfamiliar story. Help the learners understand how words paint a picture. Direct the learners to listen for the words that create the mood or tone of the story. Discuss the story's mood. Have the learners list the words that create the mood. Compare and contrast word lists. Encourage the learners to give antonyms and synonyms for the listed words.

Compile a list of words to create a mood. Use a "mood" word list similar to the one which follows:

Eerie Story Words		Joyous Story Words	
fear	panic	beautiful	happiness
ghost	screech	cheerful	harmony
glow	shriek	colorful	laughter
haunted	skeleton	delight	love
monster	terror	enjoyment	pleasure

Have the learner use many of the "mood" words on the list to create a story. Allow a reasonable amount of time for the learner to improvise a story. Stress that the story should be well-constructed and delivered effectively. Encourage the learners to be creative. Have the learners contribute new words to the "mood" word lists.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Description **Objective No.** 10

Objective Given something tangible to describe, the learner will describe the object, using associations.

Cross Reference to Reading Objectives GC17, GC23, HL6

Teaching/Learning Strategy

Explain the word tangible. Help the learners understand that a tangible object is real and capable of being touched. Help the learners understand how to describe a tangible object by comparison and association. Provide examples such as the following:

Tangible Object	Associations
sandpaper	paper with a rough, coarse surface
roller skates	shoes with four wheels
glue	sticky liquid substance

Help the learners describe tangible objects by using precise associations.

Encourage the learners to use a familiar idea or feeling to help describe an unfamiliar or unknown object. Set up a "Description Mystery File." Write the names of various objects on cards and place them in the file. Direct a learner to choose a card at random, read the name of the item, and describe it to the group so that they may guess what it is. Use associations with other objects or feelings, but do not name the item. Allow the learner who guesses the item to get the next turn. Use a variety of objects for descriptions.

Tangible Object	Associations
an air conditioner	like a fan; blows cool breezes; machine; cools summer heat
an orange	a citrus fruit; something to eat; juicy; color like a pumpkin; small and round

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill: Speaking — Level: GH

Subskill: Communication Techniques: Description — Objective No. 11

Objective: Given a situation to describe, the learner will make use of comparison and association in the description.

Cross Reference to Reading Objectives: GC17, GC23, GC27, GL4, HL6

Teaching/Learning Strategy

Encourage the learners to use association and comparison as an aid to describing certain situations. List several situations of interest to the learners on the board. Ask for volunteers to describe the situation to the other learners. Include situations similar to the following:

a trip to a circus
a bee sting
a subway ride
a new baby

Help the learners use comparison and association to relate their experience to the other learners. Ask questions to stimulate comparison and association, such as the following:

Does this remind you of something else?
What did you think of when this happened?
Have you ever had a similar experience?

Set aside a particular time each week for the learners to describe a situation using comparison and association.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill: Speaking — Level GH

Subskill: Communication Techniques: Description — Objective No.12

Objective: Given an intangible quality to describe, the learner will describe it using association.

Cross Reference to Reading Objectives: GC17, GC23, HS9

Teaching/Learning Strategy

Discuss the term intangible. Help the learner understand that something intangible is incapable of being perceived by the senses. Help the learners describe intangible qualities by association. Provide many examples, such as the following:

love	hunger
a warm feeling inside	an empty feeling inside
feeling safe	wanting nourishment
wanting to be with someone	weak
a wiggly puppy	

Encourage the learner to use a familiar idea or feeling to describe an intangible quality. Write several intangible qualities on cards. Direct the learner to choose a card, read the word silently, and describe the intangible quality to the group without saying the word. Have the learner use associations with an object or feeling to describe the word. Allow the learner who guesses the item to get the next turn. Include the following words:

hot	wet	round	red	blue
cold	up	square	wind	soft
yellow	hate	sharp	fear	rough

Use many intangible ideas to add variety and interest.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill: Speaking

Level: GH

Subskill: Communication Techniques: Description

Objective No.: 13

Objective: Given a destination, the learner will give directions in sequence.

Cross Reference to Reading Objectives: HC2, HC3, HS27

Teaching/Learning Strategy

Discuss the importance of giving directions in sequence. Send the learners on errands in the classroom. Give the learners clear, concise directions. Instruct the learner to repeat the directions before performing the requested action.

Blindfold one learner and whisper a place in the classroom to another learner. Ask the learner to verbally direct the blindfolded learner to the location. Guide the learner to give clear, concise directions. Use the following words: right, left, front, and back to facilitate finding the location. Vary this activity. Do not blindfold the learner. Allow the learner to give only one set of directions (in sequence) at the beginning. Have the other learner proceed to the location. Stress the importance of giving and receiving clear, concise directions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level GH

Subskill Communication Techniques: Description Objective No. 14

Objective Given a process, the learner will give accurate directions to explain it.

Cross Reference to Reading Objectives HC5, HC7

Teaching/Learning Strategy

Discuss and develop guidelines for giving directions. Include guidelines similar to the ones which follow:

Speak clearly and in an audible tone.
Use clear, concise sentences.
Explain new vocabulary words.
Develop sequential order.
List number of steps.
Allow for questions.

Help the learners understand the importance of giving accurate directions in explaining a process.

Explain a process to a learner or group of learners. Have them direct a group of their classmates to do the process. Repeat format frequently and rotate the role of leader. Encourage learners to bring projects from home and to direct their classmates on how to make or operate the project.

Use the following ideas:

science projects
models
holiday projects
plants
craftwork.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Storytelling **Objective No.** 15

Objective Given a story to tell, the learner will involve the listener.

Cross Reference to Reading Objectives

GC17

Teaching/Learning Strategy

Guide the learner in selecting an interesting topic in storytelling. Ask questions similar to the following:

What topic would be of interest to the learners?
What types of television programs, movies, or radio shows are of interest?
What clue would indicate an interest in a topic?
What hobbies or crafts would be of interest?

Expose the learners to a wide range of stories. Have the learners explain why certain stories are more interesting than others. Discuss and develop guidelines for effective storytelling. Include guidelines similar to the ones which follow:

Select an interesting topic.
Know the story.
Speak clearly and with expression.
Pronounce the words correctly.

Have the learner follow these guidelines in a storytelling activity. Encourage the learner to select an interesting story and to effectively involve the listener in the storytelling activity.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Storytelling **Objective No.** 16

Objective Given a story to tell, the learner will use appropriate vocal expression.

Cross Reference to Reading Objectives HC10, HL21

Teaching/Learning Strategy

Help the learner understand the importance of vocal flexibility in storytelling to create mood and interest. Have the learners observe models of good storytelling. Include models similar to the following: WBEZ broadcasts, teacher or librarian storytelling, and tapes or records of library books. Have the learners concentrate on the use of vocal flexibility to stimulate interest and meaning in the story. Allow the learner to practice by reading a story orally with vocal expression.

Select a familiar story from the basal reader or a library book. Discuss the story's characters, plot, and mood. Direct the learners to present a radio show. Stress the importance of vocal expression in portraying the character. Allow the learners to either read or memorize their parts. Place one learner in charge of sound effects. Tape the radio play. Play the radio show tape for another group of learners who are not familiar with the story. Ask these learners to describe the story, characters, plot, and mood from the radio show.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking

Level GH

Subskill Communication Techniques: Storytelling

Objective No. 17

Objective Given a story to tell, the learner will use appropriate facial and body gestures.

Cross Reference to Reading Objectives HC10, HL6, HL19

Teaching/Learning Strategy

Select a story from the basal reader. Direct the learners to read and discuss the story. Have the learners dramatize the characters, using appropriate vocal tones, facial expressions, and body gestures. Discuss the use of gestures that will contribute to an understanding of the character but will not distract the audience. Guide the learners to use appropriate gestures and facial expressions in dramatizing characters.

Choose various selections to dramatize from the basal reader or library books. Have the learners read the selection. Discuss the characters in the story. Guide the learners to use appropriate vocal tones, facial expressions, and body gestures in portraying the characters.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking

Level GH

Subskill Communication Techniques: Storytelling

Objective No. 18

Objective Given a story to tell, the learner will use an appropriate vocabulary.

Cross Reference to Reading Objectives GC18, GC23, GC25, GC27, HC10, HL6

Teaching/Learning Strategy

Direct the learners to select an interesting story to tell. Guide the learners in the choice of an appropriate subject. Have them prepare an accurate and concise vocabulary for the storytelling. Have the learners use this vocabulary in telling their stories to the group. Stress the importance of effective word usage to increase interest in the story.

Have the learners select a topic for an oral report from a content area. Provide the learners with content area texts, library books, and reference materials to prepare their reports. Have each learner compile a vocabulary list. Help the learners understand that a visual aid may be necessary to explain a vocabulary term to the listeners. Encourage the learners to speak clearly, to pronounce words correctly, and to use complete sentences in presenting their oral reports to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Speaking

Level GH

Subskill Communication Techniques: Conversation

Objective No. 19

Objective Given an opportunity for informal conversation, the learner will involve the listener.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the guidelines for an informal conversation. Include points similar to the ones which follow:

Be relaxed and friendly.
Converse on a topic of mutual interest.
Exchange ideas.
Include everyone in the group.
Wait until a speaker is finished to speak.
Listen to the speaker.
Consider everyone's ideas.
Continue the conersation.

Direct the learner to understand the various circumstances which can contribute to an informal conversation. Use situations similar to the following to promote informal conversations:

at parties
with family
with friends
on the telephone
at recess
after an introduction
during lunch
with the teacher

Set aside a conversation period to practice using the guidelines in actual conversations. Encourage the learners to be good listeners and interesting speakers in any conversation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking Level GH

Subskill Communication Techniques: Conversation Objective No. 20

Objective Given an opportunity for informal conversation, the learner will respond with appropriate conversation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Point out that beginning an informal conversation can sometimes be difficult. Direct the learners to understand that in an informal conversation the learner should be a good listener and interesting speaker and should be relaxed. Point out that a good conversational opening could be a compliment, such as the following:

Mary, what a pretty dress you have on!
Joey, your picture is really nice.
Eugene, you are really a good ball player.

Acknowledge any compliment with the appropriate courteous reply.

Guide the learners to begin an informal conversation in a manner that is relaxed and enjoyable for all participants. Direct the learners to be resourceful in stimulating conversations. Help the learner to think of something of common interest, such as school, clothing, sports events, food, songs, or parties. Encourage the learner to be actively involved in the conversation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Conversation **Objective No.** 21

Objective Given an opportunity for informal conversation, the learner will continue the conversation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss different conversational styles. Guide the learners to understand that in an informal conversation they should--

be relaxed and friendly
converse on a topic of mutual interest
speak when appropriate
listen to the speaker
consider the other person's ideas and opinions
continue the conversation.

Help the learners feel comfortable in an informal conversation. Direct the learners to be attentive listeners in any conversation.

Provide an opportunity for informal conversation. Appoint one learner to keep the conversation going. Suggest that he/she use questions such as the following:

Who can tell us more about this event?
John, what do you think about that?
Did anyone ever do something like that?

Point out that in the natural flow of conversation the subject changes and the listener must listen to keep track of the change. Encourage the learner who is to keep the conversation going to include everyone in the group by asking questions and/or giving them the opportunity to contribute to the conversation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Discussion **Objective No.** 22

Objective Given a discussion in which to participate, the learner will express points leading to a conclusion.

Cross Reference to Reading Objectives GC9, GC29, GC34, HC18

Teaching/Learning Strategy

Develop a set of guidelines for discussion. Include points similar to the following:

Select a topic for discussion.
Research the topic.
Stay on the topic.
Organize material.
Be concise and clear.
Wait to speak until the other person has finished speaking.
Listen attentively.
Summarize and conclude the discussion.

Stress the importance of organizing material in a discussion. Help the learners to understand the purpose of the discussion and to arrange the points in an effective conclusion. Have the learners organize points to lead to an effective conclusion.

Provide an interesting topic from the content areas for the learners to discuss. Use the Curriculum Guide for Social Studies, Primary Three (Chicago: Board of Education, 1972), to suggest ideas such as the following:

Should Chicago build an airport in the lake?
Does Chicago need a new sports arena?
Are the expressways able to serve Chicago?
What should Chicago do about pollution?

Have the learners follow the guidelines for discussion. Stress the importance of organizing points to lead to a logical conclusion.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Speaking **Level** GH

Subskill Communication Techniques: Discussion **Objective No.** 23

Objective Given a discussion in which to participate, the learner will clarify an inferred conclusion.

Cross Reference to Reading Objectives GC29, GC32, GC35, GC36, HC18, HC19

Teaching/Learning Strategy

Discuss the term inferred. Help the learners to understand that infer means to conclude from the facts. Write several incomplete sentences on the chalkboard. Include sentences similar to the ones below:

The bright summer sun feels very (cold, hot). (hot)
The funny clown made us (laugh, cry). (laugh)

Help the learners learn to infer conclusions by discussing the unfinished sentences. Help the learners understand the correct answer, based on the facts stated in each sentence. Alert the learners to use care in accepting inferred conclusions used by discussion participants. Use the example which follows:

The winters are very severe in Chicago.
Schools should be closed on cold, snowy days.

Ask the learners the following questions to clarify the inferred conclusion:

What temperature is considered cold?
How much snow is severe?
Which schools--all, elementary, special, high?
Should schools be closed early or should school be cancelled?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Oral Reading **Objective No.** 24

Objective Given a question, the learner will locate the answer and read it orally.

Cross Reference to Reading Objectives GC6, GC7, GC10, GS15, HC7, HC22, HC23

Teaching/Learning Strategy

Select a story from the basal reader or content area text. Have the learners read the story silently. Write several questions which have answers within the text of the reading selection on the chalkboard. Direct the learners to skim the selection to locate the sentence which best answers the question. Have the learners read the sentence orally and explain their answer.

Choose a selection from a content area text. Write several questions which have answers within the text on the chalkboard. Select questions that are concerned with details specifically stated in the text, such as who? what? where? when? how?

Direct the learners to read the selection silently and to locate the answers to the questions. Ask for volunteers to orally read from the text the sentence that best answers the question. Guide the learners to use the main idea in each paragraph to help locate the answers to the questions. Have the learners speak clearly and in an audible tone.

Criterion

The learner will read orally the answers to questions with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Oral Reading **Objective No.** 25

Objective Given a story, the learner will read parts of the selection to interest others to read the story.

Cross Reference to Reading Objectives GC24, GL17, HC11

Teaching/Learning Strategy

Expose the learners to several types of stories, such as fables, folk tales, tall tales, and biographies.

Read one story aloud. Use vocal intonations, facial expressions, and body gestures to create an interest in the story. Discuss the story. Allow a learner to read aloud part of a similar story. Encourage the learners to share their stories and books.

Set aside a time for storytelling. Select a group of learners who are interested in a type of literature and direct them to choose their favorite story, poem, or play to present to the class. Help the learners select interesting parts to read aloud to interest the audience in reading the selection. Encourage the use of vocal inflections, facial expressions, and other means to create a dramatic impact and interest the group. Provide several appropriate books for the learners to use as resources. Direct the learners to use the school or public library.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking — Level GH

Subskill Communication Techniques: Oral Reading — Objective No. 26

Objective Given a familiar poem, the learner will read it with rhythm and expression to create the appropriate mood.

Cross Reference to Reading Objectives GC18, GL1, HC10, HL1

Teaching/Learning Strategy

Discuss the importance of reading poetry with the appropriate rhythm and expression to create the proper mood. Include points similar to the ones which follow:

pronunciation	vocal intonation
vocal expression	rhythm

Select a familiar poem that has been recorded; play the tape or record. Direct the learners to listen to the poem and to describe the mood created by the oral reading. Guide the learners to understand the use of vocal intonation and expression in creating the mood of the poem.

Allow the learners to choose a familiar poem to read orally to the class. Discuss the use of vocal flexibility, gestures, and rhythm to create mood. Encourage the learners to practice their reading and to incorporate these techniques into the presentation. Allow the learner sufficient time to prepare; have the learner read the poem to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill — Speaking — Level GH

Subskill — Communication Techniques: Oral Reading — Objective No. 27

Objective — Given a play, the learner will read a character's part.

Cross Reference to Reading Objectives — GC24, GL17, HL21

Teaching/Learning Strategy

Select a play from the basal reader. Read and discuss the play. Help the learners understand the role of each of the characters. Discuss character dramatization. Include points similar to the following:

- Understand the character.
- Know the character's lines.
- Speak in an appropriate voice.
- Use facial expressions.
- Use body gestures.

Ask for volunteers to dramatize each of the characters. Encourage the learners to be creative.

Point out that actors and actresses often read the character's part orally for an audition. Stress the importance of effective oral reading to depict the character. Hold auditions for various character parts. Encourage the learners to read the character parts with appropriate expressions and gestures. Select learners for the play on the basis of their oral reading of a particular character part. Rehearse the play and present it to another room or to parents.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Choral Speaking **Objective No.** 28

Objective Given a choral selection, the learner will participate in the oral presentation.

Cross Reference to Reading Objectives GC24, HC10, HL21

Teaching/Learning Strategy

Explain to the learners that choral speaking is the oral interpretation of poetry or poetic prose through many voices speaking as one. Help the learners understand that choral speaking requires both listening and speaking skills. Provide models of good choral speaking, such as records, tapes, and WBEZ broadcasts. Direct the learners to listen to the group speak in unison and understand the rhythmic flow and tone of their voices.

Use a familiar poem with a simple refrain for a choral speaking arrangement. Select the poem from the basal reader or an appropriate literature book. Read the poem several times with the learners so that they feel the rhythmic tone and memorize the words. Practice the refrain; guide the learners to speak in unison. Help the learners use appropriate vocal inflections, facial expressions, and gestures to effectively dramatize their choral speaking arrangement of the refrain. Rehearse the entire poem. Select a learner to read each stanza of the poem and to direct the other learners to speak in unison on the refrain. Tape the poem and play back the choral speaking arrangement for the learners to hear.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Choral Speaking **Objective No.** 29

Objective Given a two-part choral arrangement, the learner will rhythmically alternate his/her speaking part.

Cross Reference to Reading Objectives HC10

Teaching/Learning Strategy

Guide the learners to understand that choral speaking is the oral interpretation of poetry or prose through many voices speaking as one. Point out that in two-part choral speaking the learners must listen to those speaking to know when to speak. Help the learners understand the coordination of voices in a two-part arrangement.

Use the Mother Goose poem "A Farmer Went A-Trotting upon His Gray Mare" for a two-part choral speaking arrangement. Read the poem several times. Help the learners memorize the poem and use appropriate vocal intonation and expression. Organize the learners into two groups and practice the choral speaking arrangement of the poem. Direct the learners to understand that choral speaking requires both listening and speaking skills. Have each group of learners alternate saying lines of the poem.

A Farmer Went A-Trotting upon His Gray Mare

A farmer went trotting upon his gray mare;
Bumpety, bumpety, bump!
With his daughter behind him so rosy and fair;
Lumpety, lumpety, lump!

A raven cried "Croak!" and they all tumbled down,
Bumpety, bumpety, bump!
The mare broke her knees, and the farmer his crown,
Lumpety, lumpety, lump!

The mischievous raven flew laughing away,
Bumpety, bumpety, bump!
And vowed he would serve them the same the next day,
Lumpety, lumpety, lump!

Criterion Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Choral Speaking **Objective No.** 30

Objective Given a line to read in a choral selection, the learner will say it, using the natural rhythm and tone.

Cross Reference to Reading Objectives GL1, HC10, HL1

Teaching/Learning Strategy

Help the learners understand that choral speaking is the oral interpretation of poetry or prose through many voices speaking as one. Provide models of good choral speaking arrangements, such as records, tapes, and WBEZ broadcasts. Have the learners listen to the group speak in unison and understand the rhythmic flow and tone of their voices. Discuss the various arrangements of choral speaking: whole group, two-part, and three-part speaking.

Choose a familiar poem from the basal reader or a literature book. Read the poem several times with the learners. Help the learners listen to the rhythm and vocal tone of the poem. Select several learners to read each line of the poem. Encourage each learner to use appropriate vocal tone, facial expressions, and gestures. Coordinate the learners to present the choral speaking arrangements of the poem. Guide the learners to understand that in effective choral speaking they must know when to speak and listen. Rehearse the poem and tape the presentation. Play back the tape and discuss the arrangement.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Choral Speaking **Objective No.** 31

Objective Given a choral selection, the learner will achieve uniform rhythm and interpretation.

Cross Reference to Reading Objectives GL1, HC10, HL1

Teaching/Learning Strategy

Provide models of good choral speaking, such as records, tapes, films, or WBEZ broadcasts. Have the learners listen to the rhythm of the choral speaking arrangement. Explain that choral speaking is the oral interpretation of poetry or prose through many voices speaking as one.

Select a familiar poem from the basal reader or a literature book. Have the learners read the poem. Direct the learners to repeat the poem in unison. Help the learners use appropriate vocal tones, facial expressions, and gestures to enhance the choral speaking arrangement. Work with learners to achieve uniform rhythm and interpretation. Rehearse the poem and tape the presentation. Have the learners listen to the tape and determine the effectiveness of their choral speaking arrangement.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level GH

Subskill Communication Techniques: Oral Reports Objective No. 32

Objective Given an assignment of an oral report, the learner will choose a topic.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss and develop guidelines for oral reports. Include the following points:

Select an interesting topic.
Stay on the topic.
Research the topic.
Organize the information.
Speak clearly and in an audible tone.
Use visual aids, if appropriate.
Summarize the report.
Allow for questions and comments.

Stress the importance of selecting a topic of interest. Encourage the learner to consider the interests, levels, and needs of the listeners when selecting a topic for an oral report.

Help the learners select a topic for an oral report. Provide appropriate content area texts, library books, resource books, and reference materials to aid in the selection. Guide the learners in their choice of topic by asking the following:

Is the learner interested in the topic?
Will the class be interested in the topic?
Will the class use the information?
Is there information available on the topic?
Will the class understand the topic or is it too difficult?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Oral Reports **Objective No.** 33

Objective Given an oral report, the learner will use reference materials.

Cross Reference to Reading Objectives GS10, GS15, GS20, GS22, HS1, HS2, HS8, HS19, HS21, HS25, HS31, HS35

Teaching/Learning Strategy

Stress the importance of researching a topic thoroughly before presenting an oral report. Encourage the speaker to prepare for his/her report by using appropriate reference materials. Provide examples and explain several reference materials. Include the following reference materials:

card catalog	dictionary	glossary
diagram	encyclopedia	map

Help the learner understand the use of each reference source.

Have the learner prepare an oral report on a topic from a content area. Help the learner select appropriate reference materials to gather information on the topic. Direct the learner to utilize the card catalog at the school or public library to locate reference books or materials. Help the learner organize his/her information and to make visual aids to facilitate the oral report. Stress the importance of staying on the topic. Allow adequate preparation time. Have the learner present the oral report and list the reference sources at the conclusion of the report.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Oral Reports **Objective No.** 34

Objective Given an oral report, the learner will organize information.

Cross Reference to Reading Objectives GC8, GC9, HC4, HC5, HC18, HS16

Teaching/Learning Strategy

Help the learners unuerstand the importance of organizing information in presenting an effective oral report. Guide the learners to organize the report as follows:

Introduction. Introduces and identifies the topic. Provides some background information on the topic.

Body. Lists facts, points, or ideas about the topic. Indicates sequential steps.

Conclusion. Summarizes and concludes the topic.

Encourage the learner to use an organizational plan when preparing an oral report. Introduce the techniques for outlining and explain that an outline shows the relationship of ideas.

Assign a content area topic for an oral report. Help the learner select appropriate reference materials. Direct the learner to arrange his/her information in an outline form. Allow preparation time. Encourage the learner to make visual aids and to use the outline in presenting the oral report. Have the learner present the oral report to the other learners.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Oral Reports **Objective No.** 35

Objective Given an oral report, the learner will summarize the main points of the report in the conclusion.

Cross Reference to Reading Objectives

GC9, HC18

Teaching/Learning Strategy

Explain the function of a conclusion in a report. Include the following points:

To summarize and review the main points
To state the goal of plan, project, or talk.

Help the learner understand that a well-organized report leads to an effective conclusion.

Have the learner prepare an oral report on a specific topic. Direct the learner to understand the purpose of the oral report and to address the topic. Help the learner organize the information and summarize the main points of the report in the conclusion. Allow the learner to present the oral report to the class. Discuss the effectiveness of the conclusion.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Interviews **Objective No.** 36

Objective Given a person to interview, the learner will establish a topic for the interview.

Cross Reference to Reading Objectives GC8, GS22, HL23

Teaching/Learning Strategy

Discuss and develop guidelines for an interview. Include points similar to the ones which follow:

Be courteous and friendly.
Know about the person's life or job.
Identify a specific topic for the interview.
Ask interesting questions.
Allow persons time to respond or react.
Listen attentively to the response.
End the interview at the appropriate time.

Assign a learner to interview the school librarian. Help the learner find information about the librarian. Set a particular time for the interview. Direct the learner to choose one specific topic for the interview, such as "The Job of the School Librarian." Have the learner plan several questions in advance, such as the following:

How do new books get into the library?
What happens whan a book is not returned?
How many classrooms visit the library in a day?

Have the learner interview the librarian about his/her job.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Interviews **Objective No.** 37

Objective Given a person to interview, the learner will stay within the topic.

Cross Reference to Reading Objectives

GC8, GS22, HL23

Teaching/Learning Strategy

Guide the learners to limit the range of an interview to a specific topic. Help the learners choose a topic. Point out the necessity of planning the interview in advance. Have the learners obtain information about the person to be interviewed and limit the interview to a particular aspect of the person's life or job. Determine the amount of time to be spent on the interview and limit the discussion to a specific topic. Plan a set of specific questions before the interview. Begin the interview in a friendly manner. Ask questions and keep the discussion related to the specific topic of the interview.

Interview a learner. Find out about the learner and limit the interview to a specific topic, such as playing on a sports team, acting in a play, or visiting a place. Prepare questions in advance. Conduct the interview. Help the learners understand that the role of the interviewer is to direct the interview in order to find out as much as possible about the person in relationship to the topic.

Have the learners interview classmates. Determine the length of the interview and ask the interviewers to select topics. Check to see if they stay within the topic during the interview.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Interviews **Objective No.** 38

Objective Given a person to interview, the learner will prepare a list of questions.

Cross Reference to Reading Objectives GC8, GC9, GC24, GS22, GS24, HC7, HC18, HL23

Teaching/Learning Strategy

Help the learners understand the importance of preparing interview questions in advance. Have the learner select a person to interview. Direct the learner to obtain information on the person and to limit the interview to a particular topic. Guide the learner to prepare, in advance, several interesting questions related to the topic. Have the learner ask questions to gain information and to keep the interview on the specific topic. Allow the person being interviewed to respond or react to the question. Have the learner listen attentively to the response and either ask another question or eliminate a prepared question.

Set aside a particular time for interviews. Have the interviewer prepare a format similar to the one which follows:

Interviewee: Mrs. Smith, School Librarian
Interviewer: Sally Jones, Room 106
Topic: How Does the Library Get New Books?
Questions:
- Where do new books come from?
- Who pays for them?
- Who orders them?
- How can I get a favorite book ordered for others to read?
- How much money is spent on books during a year?

Have the learner discuss with the librarian the time and the specific topic prior to the interview.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
_____	p. ____	p. ____	p. ____
[illegible]ntextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking

Level GH

Subskill Communication Techniques: Interviews

Objective No. 39

Objective Given an interview assignment for a room or school newspaper, the learner will interview a person of interest.

Cross Reference to Reading Objectives GC8, GC9, GS22, HC7, HL23

Teaching/Learning Strategy

Discuss and develop guidelines for an interview. Include points similar to the ones which follow:

Be courteous and friendly.
Know about the person.
Identify a specific topic for the interview.
Prepare interesting questions.
Ask the questions.
Allow the person time to respond or react.
Listen attentively to the response.
Continue the interview until the appropriate time.

Have the learner prepare an interview for the room or school newspaper. Direct the learner to follow the guidelines for an interview. Suggest real and imaginary people for the learner to interview, such as the following:

Real	Imaginary
a classmate	an astronaut
a teacher	a movie star
the principal	a sports star
Officer Friendly	a character in a story
the librarian	a person from history

Help the learner select a specific topic, prepare interesting questions, and stay on the topic.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking

Subskill Communication Techniques: Persuasion

Level GH

Objective No. 40

Objective Given an idea or an item, the learner will associate it with descriptive words or phrases.

Cross Reference to Reading Objectives GL17, GC23, GC25, GC27, GL4, GL6, HC13, HS6, HL6

Teaching/Learning Strategy

Discuss persuasion. Explain the use of descriptive words or phrases as a form of persuasion. Help the learner to understand that another word or phrase can be used to describe a particular idea or item in such a way as to make it sound appealing and inviting. Discuss the use of descriptive words and phrases to persuade the learner to do something.

Prepare a list of descriptive words or phrases which can be used to describe a particular idea or item. Encourage the learners to use synonyms. Write a word on the board; have the learners contribute descriptive words and phrases associated with the meaning of the word. Compare and contrast the responses. Use a format similar to the following:

The item--an apple

tasty	round	healthy
delicious	solid	naturally sweet
juicy	golden	full of vitamins
red	baked	good for you

Criterion

Teacher judgment will determine proficiency

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Persuasion **Objective No.** 41

Objective Given an idea or an item, the learner will relate it to the listener's needs.

Cross Reference to Reading Objectives GC17, GC30

Teaching/Learning Strategy

Discuss persuasion. Help the learners understand the use of persuasion. Have the learners observe several television or radio commercials. Direct the learner to identify the purpose of the commercial. Ask the learners to discuss what the commercial suggests. Explain persuasive techniques.

Help the learners prepare a commercial. Select a familiar object for the product. Have the learners determine the listener's needs. Direct the learners to associate the item with as many needs as possible and express these associations in their sales pitch. Help the learner understand the use of persuasion in advertising. Prepare a commercial similar to the following:

An apple--
supplies vitamins and minerals for a healthy body
tastes delicious.

Most of your friends eat apples.
They are good for you.
They are easy to carry on a trip.
They make a great snack.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Persuasion **Objective No.** 42

Objective Given an idea or an item, the learner will tell the listener the benefits.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Have the learner observe several television and radio commercials. Have the learner identify the product being advertised. Discuss how the commercial tells the learners the benefits they will gain from this product. Explain that listing only the positive points or benefits of a product is a form of persuasion. List some of the negative points of the advertised product. Discuss the product's cost, size, maintenance, and usability.

Help the learners prepare a commercial. Select a familiar object for the product. Direct the commercial announcer to list all the positive benefits for the audience. Encourage the announcer to be enthusiastic and persuasive. Stress the importance of speaking clearly and using appropriate facial expressions and body gestures. Have the announcer present the commercial. Allow the other learners to discuss the product's positive and negative points. Help the learners look at both sides before making a decision.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Persuasion **Objective No.** 43

Objective Given an idea or an item, the learner will tell how it can be put to use.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss persuasion. Help the learners understand that a sales technique is the listing of the various ways to use an object. Have the learners observe several television and radio commercials. Direct the learners to list and discuss the product's uses. Allow the learners to add to or delete from the list.

Have the learners prepare a commercial. Select a familiar item for the product. Compile a list of the product's uses. Encourage the learners to write their own commercial, using some of the points on the list. Encourage the learners to be enthusiastic, positive, and persuasive. Dramatize the commercial. Guide the learners in using appropriate vocal intonation, facial expressions, and body gestures to persuade the audience. Suggest the following idea for a commercial:

Product: An Apple

Uses

to eat as they are	to make a taffy or candy apple
to make applesauce	to put in cakes or muffins
to bake	to put in salads
to make pies	to make spiced apples

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Communication Techniques: Criticisms **Objective No.** 44

Objective Given time to comment on oral skills, the learner will make positive suggestions.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss and develop guidelines for oral reports. Include the following points:

Select an interesting topic.
Stay on the topic.
Research the topic.
Organize the information.
Speak clearly and in an audible tone.
Use visual aids, if appropriate.
Summarize the report.
Allow for questions and comments.

Explain how to present an effective oral report. Have the learners prepare oral reports. Have each learner present his/her report to the class. Discuss the positive aspects of each presentation. Encourage the learners to contribute positive comments to the discussion. Make every discussion a positive experience to encourage improvement. Ask questions such as the following:

What is interesting about the presentation?
How did the use of visual aids add to the effectiveness of the presentation?
What was the best part of the presentation?

Give the learners the opportunity to demonstrate other oral communication skills. Include storytelling, oral reading, and conversation. Help the learners develop guidelines for each oral communication skill. Discuss the positive aspects of each presentation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 1

Objective Given the role of a weather forecaster, the learner will present a weather report.

Cross Reference to Reading Objectives GC17, GS20, HS24, HS25, HS29

Teaching/Learning Strategy

Discuss the role of the weather forecaster. Observe various forecasters give reports on television. Discuss their styles and compare them. Explain the various visual aids used by the forecasters. Include the following visual aids:

charts diagrams dials graphs maps pictures

Make a map of the school district. Use various picture symbols, such as the following:

rain clouds sun snow

Mount a thermometer outside the window. Help the learner present a weather report, using the map and the thermometer as visual aids.

Assign a committee to make a large "television set" to be used as the stage. Have another committee assemble or make the various visual aids needed. Assign one learner to observe and study a weather forecaster on a specific station. Have the learner prepare a weather report to be given to the class. Select another learner to be the weather forecaster for the next day. Set aside a specific time for the weather report, possibly after the morning story. Encourage the weather forecaster to use visual aids. Begin a graph charting the high or low temperatures for the week.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 2

Objective Given the role of a historical person, the learner will depict that person's characteristics.

Cross Reference to Reading Objectives GC17, GC24, GS22, GL17, GL24, HS2, HL27

Teaching/Learning Strategy

During a unit of study discuss the characteristics of the person or people being studied. Gather information from various reference sources. Include the following reference sources:

- biographies
- content area texts
- encyclopedias
- library books
- magazines
- newspapers

Explain that a biography is a good reference source for gathering information about a historical person. Help the learners locate information on a historical person.

Assign each learner a specific historical person to dramatize. Stress the importance of researching the character to understand various characteristics that would add to the dramatic presentation. Provide several reference sources. Encourage the learners to utilize the school or public library to locate more information about their characters. Help the learners locate a record or tape of the historical person giving a speech. Have the learners study and portray their characters as realistically as possible and dramatize their characters for the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 3

Objective Given a character in a book or poem, the learner will role-play that character.

Cross Reference to Reading Objectives GC17, GC24, GL17, HL21

Teaching/Learning Strategy

Read a story or poem aloud. Help the learners interpret the character traits of the main characters. Discuss the emotions and traits of the characters in the selection. Encourage each learner to assume a role and dramatize parts of the selection. Stress the use of vocal flexibility, facial expressions, and body gestures. Have the learner read, memorize, or rephrase the character's dialogue. Allow each learner to present his/her characterization to the class.

Have the learners rehearse the play and present it to the class. Present an award for best actor and actress.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 4

Objective Given a unique role, the learner will dramatize an appropriate situation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the term inanimate object. Guide the learner to understand that role-playing an inanimate object can be challenging and great fun. Encourage the learner to be imaginative and creative in dramatizing an inanimate object. Stress the use of facial expressions, body gestures, and appropriate sounds in dramatizing an inanimate object. Role-play an inanimate object, such as a scissors or a chair. Have the learners guess the name of the inanimate object.

Print situations or names of inanimate objects on cards. Have the learner draw a card at random and dramatize the object named. Allow adequate time for preparation. This could range from an impromptu dramatization to one day, depending upon the maturity and experience of the learner. Encourage the learners to be creative. Include situations or inanimate objects similar to the ones which follow:

a busy pencil
a melting snowman
last leaf on a tree
a book.

Allow the learners to suggest their own situations or inanimate objects.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Demonstrations **Objective No.** 5

Objective Given an object that is used for a process, the learner will demonstrate the process.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Develop and discuss guidelines for giving directions or explaining a process. Include points similar to the ones which follow:

Understand the directions or process.
Develop instructions in a sequential order.
Speak clearly.
Use visual aids.
Allow time for questions.

Have the learner demonstrate an object to the class. Help the learner understand the object before he/she demonstrates it. Use the following objects for the learners to demonstrate:

a phone book
a dictionary
a pocket calculator
an electric pencil sharpener
a tape recorder.

Encourage the learners to be enthusiastic in sharing the information.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Memorized Speech **Objective No.** 6

Objective Given a group of items, the learner will memorize the list.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss methods or techniques of memorization. Explain that if items are similar or associated with the same category, they will be easier to remember. Provide examples that encourage the learners to categorize items to facilitate memorization. Show the learners three items for a few seconds. Include the following items: chalk, pen, and pencil. Hide the items; have the learners write the names of the three items. Discuss the method or technique each learner used to remember the items. Encourage the learners to respond. Tell the learners the following problem:

> John had to go to the grocery store to buy milk, butter, eggs, lettuce, tomatoes, and potatoes. He did not write the items down. How will John remember all six items? Can you help John?

Stress the importance of associating items to facilitate memorization. Encourage the learners to contribute their suggestions to the problem.

Provide a list of items for a specific purpose or a unit of study. Direct the learners to understand and to memorize the list. Evaluate the learners' performance by selecting an appropriate activity.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Memorized Speech **Objective No.** 7

Objective Given a part in a play, the learner will memorize and deliver the lines with proper effect.

Cross Reference to Reading Objectives GL25, HL25

Teaching/Learning Strategy

Discuss dramatization. Stress the importance of vocal intonation, facial expressions, and body gestures in dramatizing a character. Provide many opportunities for the learner to dramatize stories and poems. Use various means to dramatize a selection. Include the following:

oral expressive reading
pantomime
play
puppet show
role-playing.

Encourage the learners to participate in various dramatizations.

Choose a familiar play from the basal reader or another source. Have the learners read and discuss the play. Select learners to portray various characters in the play. Direct the learners to memorize their character's dialogue. Guide the learners to use appropriate vocal intonations, facial expressions, and body gestures in their characterization. Rehearse the play and have the learners present it to the class. Allow the learners to choose their favorite story and rewrite it in dialogue form for a future play.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Methods of Delivery: Memorized Speech **Objective No.** 8

Objective Given the steps of a science experiment, the learner will state them correctly.

Cross Reference to Reading Objectives HC2, HC4

Teaching/Learning Strategy

Discuss the importance of explaining the directions for a science experiment. Stress that the directions must be clearly understood and in sequential order. Set aside time during the science period to demonstrate an appropriate science experiment. Work the experiment in advance to be familiar with it; then repeat the experiment with the learners present. Direct the learners to observe the experiment and to memorize the steps. Divide the learners into small groups. Select one learner to be the leader of each group. Provide a complete set of appropriate science equipment for each group. Help each group perform the experiment.

Present several experiments from the Curriculum Guide for Science: Primary Two and Primary Three (Chicago Board of Education, 1980) or an appropriate science text. Have the learners observe the experiment and memorize the sequence of steps necessary to perform the experiment. Set up the necessary equipment. Help the learners to conduct the experiment. Include the following science experiments from the Curriculum Guide for Science:

Primary Three
Cooling Effect of Evaporating Water--Unit VII, page 134
Expansion and Contraction--Unit III, page 34.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Persuasive **Objective No.** 1

Objective Given instruction in persuasion, the learner will prepare and give a persuasive talk.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Define the term persuasion. Help the learners understand that everyone uses language to persuade persons to act in a certain way. Discuss how advertisers try to persuade us to buy their product, how friends try to persuade us to do something, and how parents try to persuade us to eat a certain food or do a particular task. Guide the learners to recognize persuasion in everyday situations.

Discuss and develop guidelines for a persuasive talk. Include points similar to the following:

Define the purpose of the talk.
Understand the item or idea.
Know the interests and needs of the audience.
Be enthusiastic and positive.
Speak clearly and in an audible tone.
Use appropriate facial expressions and gestures.
Convince the listener to act.

Have some learners prepare talks to persuade the other learners to do something. Use the suggestions which follow:

to buy a product
to use a product
to go some place
to read a book
to see an event

Help the learners organize their talks in a positive and interesting manner. Encourage them to be enthusiastic and creative.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Persuasive **Objective No.** 2

Objective Given instruction in identifying the listener's needs, the learner will make a persuasive presentation.

Cross Reference to Reading Objectives HC8, HL6

Teaching/Learning Strategy

Lead a discussion of persuasion used in radio and television commercials. Show how they are designed to convince an audience to buy certain products. Point out how this form of persuasion uses famous persons, cartoon characters, singing animals, and objects that speak to sell products. Note the following terms used in commercials: dependability, beauty, fantastic, marvelous, terrific, and super.

Have the learners observe radio and television commercials. Ask them to use questions similar to the ones which follow as a guide during their observation:

Who would buy this product?
How would they use this product?
Who would need this product?
What group is this ad appealing to?
What pictures, clothing, places, things, and terms in the commercial are associated with the interest and needs of this group?

Select two learners to role-play a commercial. Choose a familiar item for the product, such as a pencil. Guide the learners to relate their presentation to the needs of the listeners. Encourage the learners to be creative and enthusiastic. Use product ideas similar to the following: a right-answer pencil, a pencil that never needs sharpening, or a storytelling pencil. Have the learners present their commercial to the class. Have the learners comment on the persuasive talk.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Humorous **Objective No.** 3

Objective Given appropriate examples, the learner will tell a humorous story.

Cross Reference to Reading Objectives GL22, HL11, HL12, HL13, HL25

Teaching/Learning Strategy

Discuss the term tall tale. Select a tall tale, such as "Pecos Bill," "John Henry," or "Paul Bunyan." Read the tall tale aloud and show the illustrations as the story progresses. Discuss the story. Help the learners understand that overstatements are deliberate exaggerations used to make the story humorous and interesting. Locate several overstatements in the selection. Guide the learners to state which parts are fact and which are fantasy.

Have the learners make up tall tales based on personal experiences. Encourage them to be creative and imaginative. Ask for a volunteer to tell his/her tall tale to the class. Guide the learner to organize the story, speak clearly, and use appropriate vocal tones and gestures to tell the tall tale. Allow the learners to use illustrations to assist in storytelling. Have the learners discuss the overstatements used in the tall tale.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Humorous **Objective No.** 4

Objective Given appropriate examples, the learner will prepare the dialogue for a humorous skit.

Cross Reference to Reading Objectives GL22, HL11, HL12, HL13

Teaching/Learning Strategy

Discuss the term humorous. Help the learners understand some of the things that make people laugh. Select several examples of humorous stories or pictures. Discuss humorous elements in cartoons, jokes, riddles, definitions, pictures, and stories. Provide the learners with several appropriate riddles, jokes, and cartoon books. Have the learners read and discuss the jokes, riddles, or cartoons. Encourage the learners to explain why they thought a particular item was funny.

Discuss and develop guidelines for joke-telling. Include points similar to the ones which follow:

- Understand the joke.
- Practice the joke.
- Tell the joke correctly.
- Speak in a clear and audible voice.
- Wait for a response.

Provide an opportunity for the learners to share appropriate jokes with the class, either alone or with a partner.

Encourage the learners to tell a humorous story. Ask for volunteers to dramatize the story into a humorous skit. Help the learners write the dialogue. Guide them in the use of appropriate vocal intonations, facial expressions, and body gestures to dramatize the skit. Rehearse and present the skit for another room or parents.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Dramatic **Objective No.** 5

Objective Given a selection to present orally, the learner will adjust his/her voice quality to the mood of the subject.

Cross Reference to Reading Objectives GC17, GC20, GC25, GL11, GL17, HC10

Teaching/Learning Strategy

Choose a familiar story or poem from the basal reader. Read the selection aloud. Use appropriate vocal intonation to portray each character and create the mood of the selection. Discuss the characters and mood. Help the learners understand how voice quality affects the oral presentation of the selection.

Guide the learners to use their voices to reflect the mood of the selection. Begin with simple phrases and have the learners use their voices to reflect the following moods:

sadness happiness anger fright

Extend this activity to include a character's role in a play. Have the learners dramatize the character, using appropriate vocal intonations to create the mood of the play.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Dramatic **Objective No.** 6

Objective Given a dramatic selection to read, the learner will use appropriate vocal intonation and gestures.

Cross Reference to Reading Objectives GC17, GC20, GC25, GL2, GL17

Teaching/Learning Strategy

Choose a familiar story from the basal reader or an appropriate literature book to present a play. Have the learners read the story. Discuss the story's characters and plot. Explain the use of vocal intonation, facial expressions, and body gestures to effectively dramatize character parts. Select several learners to pantomime parts of the story as it is being read aloud to the class. Lead learners into a discussion of how these gestures contribute to the story. Conduct auditions for the character parts. Have each learner read a particular part aloud. Stress the importance of vocal intonations, facial expressions, and body gestures in character dramatization. Assign character parts. Rehearse the play and present it to another room.

Have the learners select a story or poem to read orally. Direct them to practice the selection and use appropriate vocal intonation, facial expressions, and gestures to effectively present the selection. Tell the learners to speak clearly and loud enough to be heard.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Informative **Objective No.** 7

Objective Given an oral report to prepare, the learner will use and cite reference materials.

Cross Reference to Reading Objectives GS3, GS7, GS17, GS20, GS22, GS23, GS24, GS28, GL24, HS2, HS4, HS7, HS8, HS10, HS18, HL16, HS20, HS21, HS22, HS23, HS24, HS25, HS27, HS29, HS31, HS32, HL27

Teaching/Learning Strategy

Discuss the use of reference materials in preparing a report. Demonstrate the use of the card catalogue to facilitate the locating of information. Explain the use of various reference materials. Include sources such as the following:

biography	encyclopedia	graph
diagram	globe	library book
dictionary		map

Guide the learners to understand the use of specific reference materials. Help the learners accurately cite each reference source.

Assign a content area topic for an oral report. Allow adequate time for preparation. Direct the learners to use reference materials in preparing their oral reports. Provide several reference sources in the classroom and ask the librarian to set aside appropriate reference materials. Guide the learners to select pertinent information and to accurately cite their references. Help each learner organize the information and present an effective oral report. Encourage learners to ask questions or make comments. Check reference materials if necessary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Informative **Objective No.** 8

Objective Given an oral report, the learner will use visual aids whenever possible.

Cross Reference to Reading Objectives GS17, GS20, GS23, GS24, GS28, HS20, HS21, HS22, HS23, HS24, HS25, HS27, HS29, HS31, HS32, HS33, HS35

Teaching/Learning Strategy

Discuss the use of visual aids in presenting an effective report. Explain how visual aids clarify and contribute to a well-organized report. Provide examples of the following visual aids: chart, diagram, globe, graph, grid, map, illustration, and time line.

Demonstrate and discuss the use of each specific visual aid. Stress that the visual aid must be clear and accurate to contribute to the report.

Assign a topic from a content area for an oral report. Allow adequate time for preparation. Direct the learners to use visual aids to facilitate the presentation of the oral report. Provide several reference sources and appropriate materials to make the necessary visual aids. Guide the learners to select pertinent information and record it accurately. Help each learner to organize the information and coordinate the use of visual aids to present an effective oral report. Set aside time to present the oral reports. Suggest the topic "Chicago: A City of Many Neighborhoods." Divide the learners into groups. Have each group report on a different Chicago neighborhood. Have each group member report on a different aspect of the neighborhood, such as location, schools, ethnic foods and festivals, and points of interest. Direct each learner to use visual aids, such as maps, diagrams, illustrations, and photos. Have the learners present their oral reports to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** GH

Subskill Style: Informative **Objective No.** 9

Objective Given an oral report assignment, the learner will state accurate and pertinent information.

Cross Reference to Reading Objectives GC6, GC7, GC10, GC31, GS6, GS15, HC22, HC23

Teaching/Learning Strategy

Discuss and develop guidelines for reports. Include points such as the following:

Select an interesting topic.
Research the topic.
Organize the information.
Stay on the topic.
Speak clearly and in an audible tone.
Use complete sentences.
Use visual aids, if appropriate.
Summarize information.
Allow for questions and comments.

Discuss methods of gathering information for an oral report. Help the learners understand how important it is to locate and organize the information. Stress that it is the responsibility of the speaker to check the accuracy and pertinence of the information. Assign topics from the content area for oral reports. Help the learners locate accurate and pertinent information and prepare their reports. Guide the learners to use appropriate reference sources. Suggest topics. Have the learners make visual aids for their reports. Tell the learners to check the pronunciation and meaning of each new word. Help learners organize and present their reports. Allow learners to ask questions. Stress that it is the speaker's responsibility to answer questions accurately.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Reading maketh a full man; conference a ready man; and writing an exact man.

Francis Bacon

WRITING

Skill Writing **Level** GH

Subskill Fundamental Skills: Handwriting **Objective No.** 1

Objective Given a model, the learner will use a uniform method of heading papers.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a model (below) for heading papers that may be used in a uniform manner throughout the school. Place the model on a chart so that the learners may refer to it whenever necessary. Stress the importance of using a standard heading for written work in all subject areas. Have the learners continue to use a manuscript heading after they make the transition to cursive writing. Avoid the use of abbreviations in the heading. Direct the learners to use the model for all activities.

Name	Room
School	Date
Title	
(skip line)	

Criterion

The learner will use a uniform method of heading papers with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing

Level GH

Subskill Fundamental Skills: Handwriting

Objective No. 2

Objective Given instruction, the learner will demonstrate good posture while writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Stress the importance of good posture while writing. Use transparencies, pictures, and demonstrations to show the learners examples of good posture. Tell the learners that it is important to practice good posture habits when writing until they become automatic. Have the learners sit in a natural and easy position with their feet placed comfortably on the floor.

Check to see that the learners' desks are the appropriate size. Have them place their arms comfortably on their desks while writing and hold their pencils or pens firmly between the thumb and second finger.

Note: It is suggested that the handwriting certificate located in the appendix of this guide be duplicated and awarded at the teacher's discretion. The standards set by the handwriting system used at the local school may serve as the basis for awarding the certificate. It is recommended that the handwriting system be selected from the Approved List of Instruction Materials for Language Arts. Place the learner's name/school on the first line and other pertinent information as indicated.

Criterion

The learner will demonstrate good posture while writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

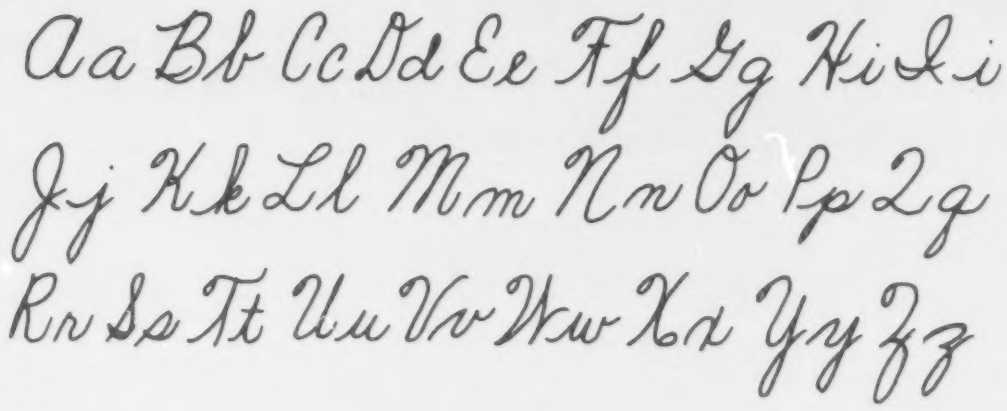
Subskill Fundamental Skills: Handwriting **Objective No.** 3

Objective Given a cursive writing model, the learner will form letters correctly in cursive writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Stress the importance of forming letters correctly in cursive writing. Provide a model illustrating the shape and size of the letters as indicated below. Display the model in a prominent place so that the learners may refer to it whenever necessary. Have the learners practice writing their letters in the air with a finger, on paper with the blunt end of a pencil, on the chalkboard, and on paper. Show them how to hold their pencil comfortably between their thumb and forefinger. Help the learners make the transition from manuscript writing to cursive writing. Provide a time line for the transition.



Criterion

The learner will form letters correctly in cursive writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

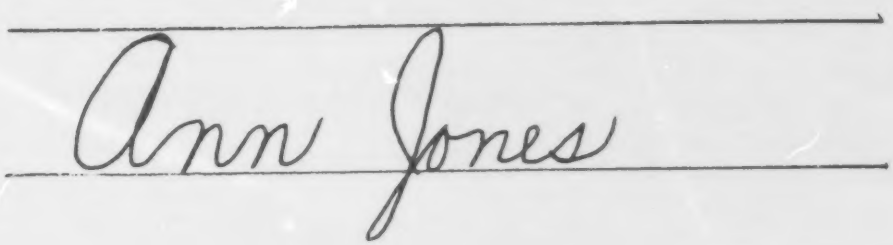
Subskill Fundamental Skills: Handwriting **Objective No.** 4

Objective Given a model name card, the learner will copy his/her name correctly in cursive writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Prepare a model name card for each learner as indicated below. Guide the learners to note the shape and the size of the letters. Have the learners trace their names with their index finger or the blunt end of a pencil. Have the learners practice writing their names in the air, on the chalkboard, and on theme paper. Stress the importance of producing the letters slowly and carefully in order to form good writing habits. Direct the learner to refer to his/her name card whenever necessary.



Criterion

The learner will copy his/her name correctly in cursive writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Handwriting **Objective No.** 5

Objective Given basic rules for letter size, the learner will form the letters correctly for cursive writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Classify the letters in cursive writing into the following suggested size groups for the learners who are making a transition from manuscript writing to cursive writing:

Tall Letters
Include all the capital letters and the tall loop letters b, f, h, k, and l in this group. Use the full height of a writing space when producing these letters.

Medium-Sized Letters
Include the letters d and t in this group. Make these letters two-thirds the height of the writing space.

Small Letters
Include all other letters in this group. Make them one-third the height of a writing space.

Remind the learners that all the letters rest on a base line. Show them how the loops below the base line in g, j, q, y, and z extend a distance equal to one-half the height of the tall letters above the base line.

Have the learners practice the following group of letters which are difficult to form: be, bi, bs, br, ve, vo, va, vi, ow, oe, or, os, we, wo, wr, wa. Include the following letter combinations which are difficult to master in practice exercises: gi, gr, gu, qa, ju, je, ji, ja, ye, yu, ya, yo, zo, zi, zu, za.

Criterion

The learner will form the letters correctly in cursive writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Handwriting **Objective No.** 6

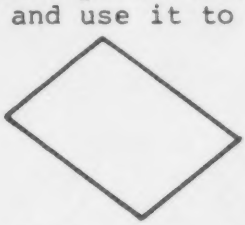
Objective Given instruction, the learner will position his/her paper properly and write with a uniform slant.

Cross Reference to Reading Objectives

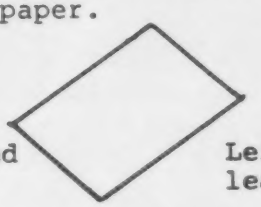
Teaching/Learning Strategy

Have the right-handed learners place their paper on the desk so that writing strokes made in a downward manner are directed toward the center of their body. Direct them to place their left hand on the top left corner of their paper. Tell them to move their paper with their left hand to maintain the proper position.

Direct left-handed learners to place their paper on the desk so that the lower right corner points toward the center of the body. Have them place their right hand at the top right corner of their paper and use it to move their paper.



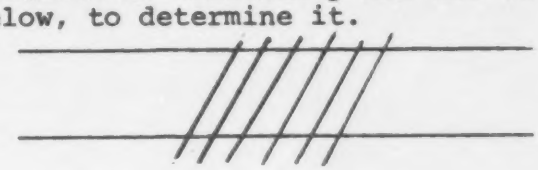
Right-handed learners



Left-handed learners

Tell the learners that proper paper position will help them write with a uniform and natural slant.

Stress the importance of uniformity and use of lines, shown in the illustration below, to determine it.



Criterion

The learner will position his/her paper properly and write with a uniform slant. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Handwriting **Objective No.** 7

Objective Given instructions relating to letter, word, and sentence spacing, the learner will use proper spacing in cursive writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that legibility in handwriting is related to proper spacing. Provide handwriting samples illustrating proper spacing in cursive writing. Discuss the samples with the learners. Suggest the following guidelines for proper spacing:

Allow the width of a small zero for the spacing between the letters of a word.

Allow the width of a small letter c for the spacing between words.

Allow the width of the letter w for the spacing between sentences.

Tell the learners that proper spacing adds to the appearance of their written work. Direct them to follow the suggested guidelines and write carefully.

Criterion

The learner will use proper spacing between letters and words in cursive writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Spelling **Objective No.** 8

Objective Given appropriate words containing short or long vowels, the learner will spell the words correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Prepare a list of spelling words containing short and long vowels similar to the ones below. Use the reading curriculum guide, language arts textbooks, and spelling books to identify the words.

WORDS CONTAINING SHORT AND LONG VOWELS				
ă fter	toge ĕ ther	p ĭ ck	j ŏ b	c ŭ t
s ā ve	t ēē th	l ī ght	ō wn	f ū se

Review the short and long vowel sounds in the spelling words with the learners. Administer a pretest to identify the learners' spelling needs. Use the following suggested format:

1. Pronounce the word.
2. Use the word in a sentence.
3. Pronounce the word.
4. Have the learners write the word.

Permit the learners to check their work. Encourage them to concentrate their study efforts on the words they spelled incorrectly.

List the following suggested steps on a chart to help the learners study their spelling words:

✓ CHECKLIST FOR STUDYING SPELLING
___ Look at the word.
___ Observe the vowels and consonants.
___ Note the prefixes and suffixes.
___ Say the word.
___ Identify the syllables.
___ Practice writing the word in the air.
___ Close your eyes and spell the word.
___ Check your spelling with the list.
___ Begin the study steps again if a mistake was made.

(Continued)

OBJECTIVE NO. GH8 (cont.)

Discuss the checklist with the learners and show them how to use it when studying spelling words.

Place the spelling words on a chart or the chalkboard. Introduce the words to the learners and have them identify the short and long vowel sounds in the words. Direct them to use the suggested checklist to study the spelling words.

Direct the learners to use a dictionary to complete the following written activity. List the spelling words in alphabetical order, locate the pronunciation and meaning of the words in a dictionary, and use the words in a sentence.

Administer the posttest in dictation sentence form, using the following suggested format. Use words taught in previous spelling lessons in the dictation sentences.

1. Pronounce the word.
2. Use the word in a sentence.
3. Have the learners write the dictation sentence.

Criterion

The learner will spell an appropriate words containing short or long vowels with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** GH

Subskill Fundamental Skills: Spelling **Objective No.** 9

Objective Given words containing the variant sounds of ea, the learner will correctly spell the words.

Cross Reference to Reading Objectives

HW17

Teaching/Learning Strategy

Develop a list of spelling words containing ĕa and ēa words, such as the following. Use the reading curriculum guide, language arts textbooks, basal readers, and spelling books to identify the words.

ĕa		ēa	
ahead	bread	clean	leaf
spread	thread	meat	sea

Use the format suggested in objective GH8 to administer the pretest. Introduce the spelling words to the learners. Have them identify the variant sounds of ea in the words. Guide the learners to use the steps in the spelling checklist in objective GH8 to help them study their spelling words.

Direct the learners to use the spelling words in declarative and interrogative sentences. Have them use the dictionary to locate other words containing the variant sounds of ea. Direct them to write sentences for the new words. Administer the posttest, using the format suggested in objective GH8.

Criterion

The learner will spell words containing the variant sounds of ea with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Spelling **Objective No.** 10

Objective Given words containing the variant sounds of the consonants f or k, the learner will spell the words correctly.

Cross Reference to Reading Objectives HW13, HW14

Teaching/Learning Strategy

Explain to the learners that some words contain variant spellings for the consonant letters f and k. Prepare a spelling word list reflecting the ph and gh spellings of the consonant f and the c, ck, and qu spellings of the consonant k.

VARIANT SPELLINGS OF F AND K				
phone	laugh	comb	lock	quiet
physical	rough	acorn	track	quick

Administer the pretest as suggested in objective GH8 to determine the learners' spelling needs. Introduce the words to the learners and have them use the procedures on the suggested checklist in objective GH8 to study them.

Place a list of sentence starters on the chalkboard, using the spelling words as indicated below:

Yesterday I received a phone call from ....
It was very quiet at the playground because ....
The door did not have a lock, but ....

Divide the learners into small groups, and have them complete the sentences. Provide an opportunity for learners to show their complete sentences to the class. Administer the posttest, using the format suggested in objective GH8.

Criterion

The learner will spell words containing the variant sounds of the consonants f or k with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Spelling **Objective No.** 11

Objective Given words containing the three-letter consonant blends thr, str, spr, spl, shr, and squ, the learner will spell the words correctly.

Cross Reference to Reading Objectives GW1, GW2

Teaching/Learning Strategy

Remind the learners that consonant blends contain two or three consonants that are pronounced together. Prepare a list of spelling words containing three-letter consonant blends as shown below. Use the reading curriculum guide, basal readers, language arts textbooks, and spelling books to identify the words.

THREE-LETTER CONSONANT BLENDS					
threw	street	splash	spring	shrink	square
thrush	strip	splendid	spray	shrub	squash

Discuss the three-letter consonant blends in the spelling words with the learners. Administer the pretest, using the format suggested in objective GH8. Guide the learners to use the procedures suggested in the spelling checklist to study their words.

Encourage the learners to identify other words that begin with three-letter consonant blends. Have them use a dictionary to locate the words. Place the words on the chalkboard and have the learners write silly stories, using the words. List some titles with words containing these blends for the stories, such as "A Shrinking Shrub," "The Splendid Splash," and "Strawberry Street." Encourage them to use words from the spelling list. Permit them to share their stories in small groups.

Administer the posttest, using the format suggested in objective GH8.

Criterion

The learner will spell words containing a three-letter blend with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** GH

Subskill Fundamental Skills: Spelling **Objective No.** 12

Objective Given words containing silent letters in the combinations bt, kn, gn, wr, mb, igh, and tch, the learner will spell the words correctly.

Cross Reference to Reading Objectives GW3, GW4

Teaching/Learning Strategy

Prepare a list of spelling words containing silent letters in the combinations bt, kn, gn, wr, mb, igh, and tch, as indicated below. Use the reading curriculum guide, basal readers, language arts textbooks, and spelling books to identify the words.

WORDS CONTAINING SILENT LETTERS						
debt	know	gnu	write	lamb	high	catch
	knife	gnaw	wrong	limb	light	watch

Administer a pretest, using the format suggested in objective GH8 to help identify the learners' spelling needs. Introduce the words to the learners. Have them pronounce the words. Lead them to the understanding that some words contain silent letters. Have the learners use the steps in the suggested spelling checklist to help them study the spelling words.

Select one of the spelling words, such as lamb or gnu. Have the learners write down all the words they think of when they hear the word lamb. Tell them to write a story or a poem, using as many words as possible from their list. Provide an opportunity for them to share their stories or poems.

Administer the posttest, using the format suggested in objective GH8.

Criterion

The learner will spell words containing silent letters in the combinations bt, kn, gn, wr, mb, igh, and tch with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Spelling **Objective No.** 13

Objective Given instruction, the learner will spell the names of the days of the week and the months of the year correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Organize a list of spelling words containing the names of the days of the week and the months of the year. Tell the learners that there are 12 months of the year and seven days of the week. Tell them that the names begin with capital letters.

MONTHS/DAYS			
January	June	November	Wednesday
February	July	December	Thursday
March	August	Sunday	Friday
April	September	Monday	Saturday
May	October	Tuesday	

Use the pretest format suggested in objective GH8 to identify the learners' spelling needs. Discuss the words with the learners and associate holidays and other events with the words. Stress the importance of following the steps in the spelling checklist, objective GH8, to study their words.

Have the learners use a sheet of unlined paper, a pencil, and a ruler to make a monthly calendar similar to the one which follows:

_____ 19_____
(month) (year)

(Continued)

OBJECTIVE NO. GH13 (cont.)

Have the learners fill in the names of the days of the week, the proper month and year, and daily dates. Ask the learners to record appropriate information concerning schoolwork and other activities on the sheet. Have them keep their sheets as a record of events throughout the year.

Administer the posttest, using the format suggested in objective GH8.

Criterion

The learner will spell the names of the days of the week and months of the year with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing — **Level** GH

Subskill Fundamental Skills: Spelling — **Objective No.** 14

Objective Given appropriate words from a content area, the learner will spell the words correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Prepare a list of spelling words related to a content area unit of study similar to the one below. (See pages 108-26 in the Curriculum Guide for Social Studies, Primary Three, published by the Chicago Board of Education in 1972.) Place the words on a chart and have the learners refer to them whenever necessary. Encourage the learners to add words to the chart.

CHICAGO--OUR OWN CITY			
streets	parks	buildings	lake
schools	forests	sites	river

Incorporate the content-related words into the regular spelling activities and include them in the pretest and posttest.

Have the learners collect pictures from newspapers and magazines to prepare a Chicago bulletin board display. Direct them to write captions and stories to accompany the pictures. Guide them to refer to the chart for the correct spelling of content-related words.

Criterion

The learner will spell appropriate words from a content area with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 15

Objective Given appropriate instruction, the learner will identify nouns.

Cross Reference to Reading Objectives GC1, GC2, GC3, GC30, GC34

Teaching/Learning Strategy

Explain to the learners that every person, place, or object has a name--a noun. Explain that nouns may be singular or plural. Illustrate how nouns form their plurals in different ways.

Add s:	boy/boys, girl/girls
Add es:	dress/dresses, dish/dishes
Add ies:	candy/candies, pony/ponies
Change form:	foot/feet, goose/geese

Point out that nouns may be common or proper. Provide examples similar to the following and guide the learners to the understanding that proper nouns are the names of particular persons, places, or objects and begin with a capital letter.

Common nouns: teacher, state, bank
Proper nouns: Mr. Jones, Illinois, Second National Bank

Place the following sentence frames on the chalkboard. Direct the learners to use the correct nouns to complete them.

1. _____ is the principal of our school.
2. Mother bought Jean two _____.
3. The capital of Illinois is _____.
4. We have a _____ in our yard.
5. George went to the _____.

Answers

Responses will vary.

Criterion

The learner will identify nouns with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 16

Objective Given selected nouns, the learner will transform them into the appropriate possessive form.

Cross Reference to Reading Objectives GC1, HW4, HW5

Teaching/Learning Strategy

Explain to the learners that the possessive form of a noun denotes ownership. Tell them that an apostrophe is used in possessives. Show the learners how to form possessives in the following manner:

Add an apostrophe and s to make the possessive of most singular nouns--

girl/girl's boy/boy's boss/boss's

Add an apostrophe for the possessive of plural nouns that end in s--

friends/friends' parents/parents' teacher/teachers'

Add an apostrophe and s for the possessive of plural nouns that do not end in s--

women/women's mice/mice's geese/geese's

Present sentences in which the possessive forms are used. Ask the learners to tell what words in the sentence show that something belongs to someone.

Have the learners transform the following sentences, using possessive nouns:

1. I saw the dog that belongs to Joe.
2. Where is the purse of my mother?
3. The room of my sisters is being painted.
4. The children have bicycles that go fast.
5. The ponies of the farmer are in the field.

(Continued)

OBJECTIVE NO. GH16 (cont.)

Answers

1. I saw Joe's dog. 2. Where is my mother's purse? 3. My sisters' room is being painted. 4. The children's bicycles go fast. 5. The farmer's ponies are in the field.

Criterion

The learner will transform selected nouns to the appropriate possessive form with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 17

Objective Given instruction, the learner will identify pronouns and substitute them correctly for nouns.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Guide the learners to understand that pronouns may be used in place of nouns. Use examples such as the following to illustrate subject pronouns and object pronouns:

Subject pronouns: I, we, you, she, he, it, they
_____ hit the baseball.
Object pronouns: me, us, you, her, him, it, them
The baseball hit _____.

Place the following sentences on the chalkboard and direct the learners to substitute the correct pronoun for the underlined words:

1. A boy rode his three-speed bicycle on the street.
2. Mr. Wilson told his friends.
3. The mail arrived late.
4. Joe and Jim played ball.
5. Fred helped Mrs. Smith.

Answers

1. he 2. them 3. it 4. they 5. her

Criterion

The learner will identify pronouns and substitute them correctly for nouns with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 18

Objective Given selected sentences, the learner will identify the verbs.

Cross Reference to Reading Objectives GC1, GC2, GC3, GC30, GC34, HW9

Teaching/Learning Strategy

State that a verb is a word that denotes action or being. Provide examples to show that verbs usually come at the beginning of the predicate.

Motorboats move quickly through water. (action)
Mark is the captain of the team. (being)

Tell the learners that am, are, is, was, and were are forms of the verb be. Show how these verb forms may be used to help other verbs:

I am going to the store.
My brother is helping at home.

Explain that some verbs add the ed form to indicate past tense. Place examples of present and past tense verbs on the chalkboard.

The special events start at four o'clock.
The special events started at four o'clock.

Present a list of sentences as indicated below. Direct the learners to identify the verbs. Have the learners write additional sentences. Ask them to underline the verbs.

1. They are members of the team.
2. Harold walked home from school.
3. She is helping her mother.
4. He wanted to go with his father.
5. The children marched in the parade.

Answers
1. are 2. walked 3. is helping 4. wanted 5. marched

Criterion

The learner will identify verbs in selected sentences with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 19

Objective Given instruction, the learner will use the past form of a verb correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss verb forms with the learners. Present examples illustrating how past forms of verbs are usually indicated by adding the ending ed.

Present form:	jump	look	walk	want	talk
Past form:	jumped	looked	walked	wanted	talked

Point out that some verbs have different past forms. Place the following examples on the chalkboard. Discuss the present and past forms of these verbs with the learners. Ask them to provide additional examples of different past forms.

Present form:	come	do	give	know	run	take
Past form:	came	did	gave	knew	ran	took

Place examples of verbs having different past forms on a chart. Add to the list whenever necessary. Guide the learners to refer to the chart in their writing activities.

Write sentences containing present form verbs on the chalkboard. Direct the learners to write sentences containing the past forms of the verbs.

1. My sister and I go to the movies.
2. The movie begins at two o'clock.
3. The girls walk to school.
4. I do reading activities in the morning.
5. The boys talk about baseball.

Answers: Responses will vary.

Criterion

The learners will use the forms of verbs correctly with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

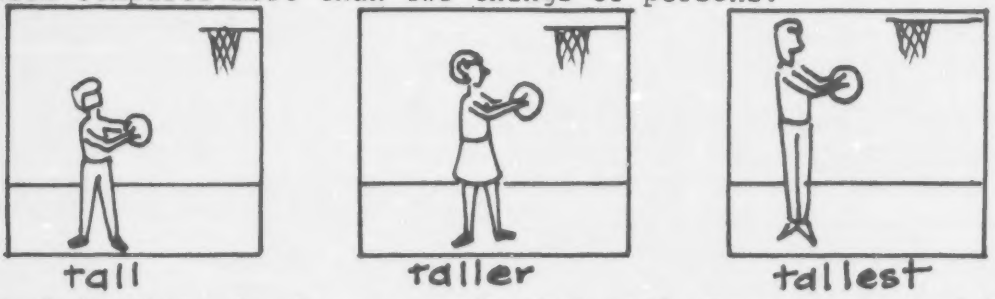
Subskill Fundamental Skills: Grammar/Usage **Objective No.** 20

Objective Given a kernel sentence, the learner will expand the noun phrase and predicate, using adjectives and adverbs.

Cross Reference to Reading Objectives GC1, GC16, GC23, GC27, GC30, GC32, GC34

Teaching/Learning Strategy

Tell the learners that adjectives are words that describe nouns. Show how the er form compares two things or persons and the est form compares more than two things or persons.



Explain that adverbs are words that tell when, where, and how something occurred and usually describe verbs. Provide some examples, as indicated below:

when -- now, later, once, today, yesterday, soon
where -- above, below, here, there, someplace, everywhere
how -- loudly, quickly, suddenly, gladly, sadly

Place kernel sentences similar to the following on the chalkboard. Direct the learners to use adjectives and adverbs to expand the noun phrase and the predicate.

1. Susan ran home.
2. George hit the ball.
3. Mark closed the door.
4. The building was downtown.
5. She will smile.

(Continued)

OBJECTIVE NO. GH20 (cont.)

Encourage the learners to use adjectives and adverbs in their speaking and writing activities.

Answers

Responses will vary.

Criterion

The learner will expand the noun phrase or predicate in a kernel sentence, using adjectives or adverbs. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 21

Objective Given selected words, the learner will correctly abbreviate them.

Cross Reference to Reading Objectives HW20

Teaching/Learning Strategy

Explain to the learners that abbreviations are shortened forms of particular words. List abbreviations for titles, streets, names, days of the week, months of the year, and states on a chart, as shown below. Discuss the abbreviated forms with the learners. Show the use of initials for first and middle names. Stress the importance of capitalization and punctuation in abbreviations. Place the chart in a position where the learners may refer to it whenever necessary. Have the learners add abbreviations to the chart.

ABBREVIATION CHART

Titles

Ms. Mrs. Mr. Dr. Rev.

Names (Initials)

S. T. Lee A. L. Gomez T. S. Eliot

Streets

St. Ave. Rd. Blvd. Hwy. Dr. Pl. Ln.

Days of the Week

Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

Months of the Year

Jan. Feb. Mar. Apr. May Jun.
July Aug. Sept. Oct. Nov. Dec.

States

Ill. or IL* Ind. or IN* Mich. or MI*

*Postal service address abbreviations

(Continued)

OBJECTIVE NO. GH21 (cont.)

Place the following activity on the chalkboard and direct the learners to write the correct abbreviated form and use the abbreviation in a sentence:

Complete Form	Abbreviated Form
1. Doctor Brown	1.
2. Mary Ann Rose	2.
3. Tuesday	3.
4. September 3, 1980	4.
5. Chicago, Illinois	5.

Answers

1. Dr. Brown 2. M. A. Rose 3. Tues. 4. Sept. 3, 1980
5. Chicago, Ill. or IL

Sentences will vary.

Criterion

The learner will abbreviate selected words correctly with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 22

Objective Given selected combinations of words, the learner will write these words as contractions.

Cross Reference to Reading Objectives HW6

Teaching/Learning Strategy

Explain that a contraction is a method of shortening a word or word group by omission of a sound or letter. Have the learners observe that the apostrophe takes the place of the letter(s) that is left out when words are put together to form the contraction.

Have the learners write the two words in the first column, the contraction in the second column, and the letters that were replaced by the apostrophe in the third column.

Column 1	Column 2	Column 3
I am	I'm	a
I will	I'll	wi
cannot	can't	no
should not	shouldn't	o
it is	it's	i
they are	they're	a
you have	you've	ha
did not	didn't	o
have not	haven't	o
were not	weren't	o

Have the learners use these contractions in sentences.

Criterion

The learner will write contracted forms of given combinations of words with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Capitalization **Objective No.** 23

Objective Given a title, the learner will capitalize the appropriate words.

Cross Reference to Reading Objectives

GC1, GC8, GC12

Teaching/Learning Strategy

Explain to the learners that titles are used to identify stories, books, poems, articles, and reports. Have the learners look at the title page of a basal reader, language arts text, or library book. Guide them to note the following:

The first word of a title is capitalized.
The last word of a title is capitalized.
The important words of a title are capitalized.

Write several titles on the chalkboard, and have learners capitalize them correctly.

the lion and the mouse
andy and the lion
georgie
snow white and the seven dwarfs
cynthia in the snow

Answers

The Lion and the Mouse, Andy and the Lion, Georgie, Snow White and the Seven Dwarfs, Cynthia in the Snow

Criterion

The learner will capitalize the appropriate words in titles with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Capitalization **Objective No.** 24

Objective Given a letter to write, the learner will use correct capitalization in the heading, greeting, closing, and signature.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a letter model for the learners, illustrating correct capitalization in the heading, greeting, and closing, as illustrated below. Place the model on a chart so that the learners may refer to it whenever necessary.

(heading)		July 4, 1980
(greeting)	Dear Michael,	
(body)	_____	
	_____. _____	
	_____. _____.	
(closing)		Your friend,
(signature)		_____

Discuss the model with the learners. Stress the importance of using capital letters correctly in the heading, greeting, and closing. Provide examples as indicated below. Dictate the examples and have the learners capitalize them correctly.

Heading	Greeting	Closing
May 21, 1980	Dear Aunt Sue,	Your nephew,
March 17, 1980	Dear Uncle Walter,	Sincerely,
April 14, 1980	Dear Fred,	Your friend,

Have the learners write a letter, using correct headings, greetings, and closings, to someone in their family, someone in the class, a friend, the gym teacher, the librarian.

Criterion

The learners will correctly capitalize the words in the heading, greeting, and closing of a letter with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Writing **Level** GH

Subskill Fundamental Skills: Capitalization **Objective No.** 25

Objective Given an envelope to address, the learner will use correct capitalization.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide samples of addressed envelopes for the learners to examine. Place them on the bulletin board. Have some of the learners read the information on the envelopes. Discuss the information with the learners. Make a model envelope showing the placement of the sender's and receiver's name, address, city, state, and zip code number. Place the model where the learners may refer to it whenever necessary.

Mrs. Annie Stuart
13 East Elm Street
Chicago, Illinois 60610

U.S. POSTAGE

Miss Susan Stuart
864 River Road
Cleveland, Ohio 44132

Fold and staple a school communication to parents so that it resembles an envelope. Have the learners address the communication to their parents. Direct them to use the school for the sender's information. Have them hand deliver the school communication.

Criterion

The learner will use correct capitalization when addressing an envelope. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Punctuation **Objective No.** 26

Objective Given instruction, the learner will identify and punctuate declarative, interrogative, imperative, and exclamatory sentences.

Cross Reference to Reading Objectives GC8, GC30, GC32, GC34

Teaching/Learning Strategy

Explain the four kinds of sentences and provide examples as indicated below. Discuss the sentences with the learners and have them locate examples of these sentences in their basal readers and language arts textbooks.

A declarative sentence makes a statement about something and ends with a period (.).
Example: Our team won the baseball game.

An interrogative sentence asks about something and ends with a question mark (?).
Example: Did our team win the baseball game?

An imperative sentence is a request or a command and ends with a period (.).
Example: Come in the house at once.

An exclamatory sentence shows a strong feeling and ends with an exclamation mark (!).
Example. The house is on fire!

Place the following sentences on the chalkboard and have the learners identify what kind of sentences they are and add the appropriate punctuation.

1. What time did you leave for school this morning
2. Leave the park immediately
3. That was a super basketball game
4. Chicago is the largest city in Illinois

(Continued)

OBJECTIVE NO. GH26 (cont.)

Answers

1. interrogative sentence (?) 2. imperative sentence (.)
3. exclamatory sentence (!) 4. declarative sentence (.)

Criterion

The learner will identify declarative, interrogative, imperative, and exclamatory sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Capitalization and Punctuation **Objective No.** 27

Objective Given a checklist for proofreading work, the learner will make corrections in written work.

Cross Reference to Reading Objectives GC30, GS15

Teaching/Learning Strategy

Prepare a checklist to help the learners make corrections in the work. Place the list on a large chart so that the learners may refer to it whenever necessary. Have the learners discuss the items on the list.

✓ CHECKLIST FOR PROOFREADING WORK

___ Did I capitalize the first word of each sentence?
___ Did I capitalize the first word of each line of poetry?
___ Did I capitalize the first, last, and important words in titles?
___ Did I capitalize the names of people, days of the week, months of the year, and holidays?
___ Did I capitalize the word I?
___ Did I capitalize the names of cities, states, and countries?
___ Did I capitalize abbreviations?
___ Did I punctuate each sentence correctly?
___ Did I place a period after abbreviations?
___ Did I place a comma between the city and the state?
___ Is each paragraph indented?
___ Is the work done in sequential order?
___ Is the writing legible?
___ Are the words spelled correctly?

Show the learners how to use the checklist to make necessary corrections. Place it on a chart and allow the learners to refer to it whenever necessary.

Criterion

The learner will proofread his/her work and make corrections. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Sentence Structure **Objective No.** 28

Objective Given kernel sentences, the learner will identify the subject and the predicate.

Cross Reference to Reading Objectives GC1, GC2, GC3, GC30, GC34

Teaching/Learning Strategy

Explain to the learners that a sentence consists of a subject and a predicate. Tell them that the subject of a sentence states who or what the sentence is about, and the predicate explains what the subject does or is. Have the learners match the following subjects and predicates. Allow the learners to add their own subjects and predicates to the groups.

Subject Group	Predicate Group
___The lions	1. ate leaves from the tree.
___A tall giraffe	2. roared in their cages.
___The growling bear	3. jumped into the water.

Place several large pictures on the bulletin board. Ask the learners to write two sentences about each picture. Have them draw a circle around the subject and a line under the predicate. Provide an opportunity for one learner to read his/her sentence. Ask another learner to identify the subject and predicate. Allow that learner to read the next sentence if the response is correct.

Write the following sentences on the chalkboard. Have the learners draw one line under the subjects and two lines under the predicates.

1. I went to school.
2. The bell rang at nine o'clock.

Answers:
1. I went to school.
2. The bell rang at nine o'clock.

Criterion

The learner will identify the subject and predicate of kernel sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Sentence Structure **Objective No.** 29

Objective Given complete and incomplete sentences, the learner will identify the complete sentence and indicate what is missing in the incomplete sentence.

Cross Reference to Reading Objectives GC1, GC8, GC12, GC30, GC34

Teaching/Learning Strategy

Place a list of complete and incomplete sentences on the chalkboard as indicated below. Remind the learners that a complete sentence contains a subject and a predicate and expresses a complete thought. Ask the learners to write the complete and incomplete sentences on their paper and list the correct information under each: complete sentence, incomplete sentence--subject missing, incomplete sentence --predicate missing.

1. The toys are on the bottom shelf.
2. They are in the room.
3. The mud pies.
4. Our mother showed us how to make pies.
5. The wind blew.
6. Blew the fence down.
7. The baseball team.
8. He ran to school.
9. This afternoon.
10. The bus came.

Ask the learners to fill in the missing parts of the incomplete sentences. Provide an opportunity for them to share and compare their sentences.

Answers

1. complete sentence 2. complete sentence 3. incomplete sentence --predicate missing 4. complete sentence 5. complete sentence 6. incomplete sentence--subject missing 7. incomplete sentence--predicate missing 8. complete sentence 9. incomplete sentence--predicate missing 10. complete sentence

Criterion The learner will identify complete and incomplete sentences and indicate what is missing in the incomplete sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Sentence Structure **Objective No.** 30

Objective Given word cards of nouns, noun determiners, verbs, and end punctuation marks, the learner will construct sentences.

Cross Reference to Reading Objectives GC1, GC8, GC12, GC30, GC34

Teaching/Learning Strategy

Have the learners write individual words in various categories on small cards and put them into an envelope, as indicated below. Direct the learners to use their basal readers, language arts textbooks, and spelling books to locate the words.

CATEGORY	WORDS
nouns	woman, man, girl, dog, boy, cat
verbs	ran, looked, did, laugh
noun determiners	the, a, an, this
end punctuation	., ?, !

Direct the learners to exchange envelopes and work with individual words to construct as many different sentences as possible. Have them read their sentences aloud while others in the class indicate whether the sentence is complete.

Criterion

The learner will construct complete sentences, using nouns, verbs, and noun determiners. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Sentence Structure **Objective No.** 31

Objective Given noun, verb, and prepositional phrases, the learner will construct sentences demonstrating their function.

Cross Reference to Reading Objectives GC1, GC8, GC9, GC30, GC34

Teaching/Learning Strategy

Have the learners write noun, verb, and prepositional phrases on strips of paper. Use different colored paper to represent the phrases, as indicated below--

CATEGORY	WORDS
noun phrases (yellow paper)	The boy / The girl / The children
verb phrases (blue paper)	was playing / were singing / was swimming
prepositional phrases (green paper)	in the yard / in school / in the pool
punctuation marks	. / ? / !

Encourage the learners to use their basal readers, language arts textbooks, and spelling books to locate the phrases. Have them place the phrases in envelopes and exchange the envelopes. Direct them to construct sentences, using the phrases. Provide an opportunity for them to show their sentences in small groups. Allow the learners to add additional phrases to the envelopes and continue the activity.

Criterion

The learner will use noun, verb, and prepositional phrases in sentence construction. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Sentence Structure **Objective No.** 32

Objective Given kernel sentences, the learner will combine them with the conjunctions and or but to form a compound sentence.

Cross Reference to Reading Objectives GC8, GC9, GC12, GC30, GC34

Teaching/Learning Strategy

Explain to the learners that kernel sentences may be combined with the conjunctions and or but to form a compound sentence. Place kernel sentences on the chalkboard as indicated below, and show the learners how to combine them, using the conjunctions and or but:

The boy made a funny face.
The baby laughed. and
The boy made a funny face, and the baby laughed.

Doris went to the store.
Jim stayed home. but
Doris went to the store, but Jim stayed home.

Direct the learners to place a comma before the conjunction when forming the compound sentence. Have the learners locate compound sentences combined with and and but in their basal readers and language arts textbooks. Discuss how the sentences were combined. Have them identify the kernel sentences.

Place the following kernel sentences on the chalkboard, and have the learners combine them, using the conjunctions and or but. Remind the learners to place a comma before the conjunction.

1. John played ball.
   Helen rode her bicycle.
2. Father cut the grass in the yard.
   Mother weeded the plants in the garden.
3. Paula baked a cake.
   William read a book.
4. Steve writes with a pen.
   Joan writes with a pencil.
5. Mary likes to swim.
   Andy likes to jog.

Answers

Suggested answers follow. Responses may vary.

1. John played ball, and Helen rode her bicycle.
2. Father cut the grass in the yard, and mother weeded the plants in the garden.
3. Paula baked a cake, but William read a book.
4. Steve writes with a pen, but Joan writes with a pencil.
5. Mary likes to swim, but Andy likes to jog.

Criterion

The learner will combine kernel sentences to form a compound sentence, using the conjunctions and or but. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Sentence Structure **Objective No.** 33

Objective Given kernel sentences, the learner will combine them, using when, because, after, or while.

Cross Reference to Reading Objectives GC15, GC16

Teaching/Learning Strategy

Show the learners how to combine kernel sentences, using when, because, after, or while. Explain that the combined sentences contain the meaning of the original kernels. Lead the learners to understand the concept that kernel sentences may be joined without loss of meaning. Have the learners identify sentences combined with the words when, because, after, or while in their basal readers, language arts textbooks, and content area books. Provide an opportunity for the learners to write the sentences on the chalkboard and discuss them.

Place the following kernel sentences on the chalkboard and have the learners combine them:

1. We left home. The rain stopped.	when
2. Jean put on her boots. It was snowing outside.	because
3. You may go out. You eat your supper.	after
4. Mother prepared breakfast. Mike set the table.	while

Answers

1. We left home when the rain stopped. 2. Jean put on her boots because it was snowing outside. 3. You may go out after you eat your supper. 4. Mother prepared breakfast while Mike set the table.

Criterion

The learner will combine kernel sentences, using when, because, after, or while. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Paragraph Structure **Objective No.** 34

Objective Given instruction, the learner will recognize paragraph structure.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that a paragraph is a group of sentences about a main idea, topic, or subject. Show the learners examples of paragraphs in their basal readers and language arts textbooks. Have them observe that paragraph indentation shows the beginning of a new paragraph and idea. Call attention to the different lengths of paragraphs. Provide an opportunity for the learners to read an interesting paragraph selection from a favorite story. Have them discuss the various selections. Guide the learners to the following generalization about a paragraph:

A paragraph is a group of sentences related to a particular idea.
The first word in a paragraph is indented.

Select a familiar story from a basal reader or language arts textbook. Direct the learners to write the first sentence of paragraphs one, three, five, eight, and ten, to determine if the learners can recognize each paragraph.

Criterion

The learner will recognize paragraph structure with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Paragraph Structure **Objective No.** 35

Objective Given a paragraph, the learner will identify the main idea and subordinate ideas of the selection.

Cross Reference to Reading Objectives GC9, HC7, HS14

Teaching/Learning Strategy

Discuss paragraph structure with the learners. Show them how paragraphs contain main ideas and subordinate ideas. Have the learners read orally selected paragraphs from language arts, science, and social studies textbooks. Ask the learners to state the main idea and the subordinate ideas of each paragraph selection. Place the following paragraph on the chalkboard. Ask the learners to identify the main idea and subordinate ideas.

> Chicago is a large city with many famous buildings. The Civic Center has courtrooms and offices, and the Chicago Picasso is located in its plaza. The Field Museum of Natural History and the Museum of Science and Industry are buildings known worldwide for their outstanding collections. The Shedd Aquarium enables visitors to view life under water, while the Adler Planetarium permits a look at the planets and stars. The Art Institute houses many famous paintings, tapestries, and other art objects.

Have the learners read silently a selection of several paragraphs and write the main idea and subordinate ideas of each paragraph. Direct the learners to write a paragraph of several sentences. Provide an opportunity for the learners to read their paragraphs. Have the other learners identify the main idea and subordinate ideas of the oral selections.

Answers
Main idea--sentence 1; Subordinate ideas--sentences 2, 3, 4, 5

Criterion

The learner will identify the main idea and subordinate ideas of a selection with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Vocabulary **Objective No.** 36

Objective Given a topic word, emotion, or situation, the learner will list pertinent descriptive words.

Cross Reference to Reading Objectives GC23, GC27, HW7

Teaching/Learning Strategy

Explain to the learners that descriptive words give information and make writing more exact and interesting. Place the topic word storm on the chalkboard and guide the learners to contribute descriptive words similar to the following:

thunder	lightning	sand	wind	snow
scary	noise	damage	injury	

List other topic words, emotions, and situations on the chalkboard, such as the ones suggested below. Direct the learners to select a topic word, emotion, or situation and write as many descriptive words as possible about it.

Topic Word	Emotion	Situation
summer	happy	arriving late for school
picnic	sad	winning a game
party	afraid	meeting a friend after school

Provide an opportunity for the learners to share their descriptive words with the class.

Criterion

The learner will list descriptive words pertinent to a given topic word, emotion, or situation. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Vocabulary **Objective No.** 37

Objective Given instruction, the learner will identify prefixes, suffixes, and compound words.

Cross Reference to Reading Objectives GW13, HW10, HW11

Teaching/Learning Strategy

Guide the learners to understand that prefixes, suffixes, and compound words are ways to make new words. Explain the following:

- Prefixes are syllables that are added to the beginning of a word which change the meaning of the word.
- Suffixes are syllables added to the end of a word.
- Compound words are formed by placing two words together.

Provide examples of affixes and compounds, such as--

prefixes: dis-, mis-, ex-, bi-, im-, be-, tri-
suffixes: -ion, -ward, -ship, -some, -hood, -ling
compounds: without, somebody, playground, homework

Discuss the examples and have the learners use their dictionary to locate words containing prefixes and suffixes and compound words. Place the following list of words on the chalkboard and have the learners identify the words with prefixes, suffixes, and compound words. Ask them to underline the prefix, suffix, and each word in the compound.

1. backward
2. duckling
3. triangle
4. everything
5. airport
6. contraction
7. bicycle
8. beside
9. himself
10. basketball

Direct the learners to use the words correctly in sentences. Provide opportunities for the learners to share their sentences in groups.

Answers

Prefixes--3, 7, 8 Suffixes--1, 2, 6 Compound words--
4. every/thing 5. air/port 9. him/self 10. basket/ball

Criterion

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 38

Objective Given a set of guide words and entry words, the learner will locate each entry word in the correct set of guide words.

Cross Reference to Reading Objectives GS2, GS15, HS5, HS19

Teaching/Learning Strategy

Explain to the learners that guide words are placed at the top of the page in a dictionary. Provide the learners with dictionaries, and show them how the guide words are the first and last entry words on the page. Place the activity below on the chalkboard:

Guide Word Sets		Entry Words	
marvel/maze	Set One	1. row	Set_____
donkey/drop	Set Two	2. droop	Set_____
clear/clerk	Set Three	3. clef	Set_____
port/position	Set Four	4. doom	Set_____
rock/rust	Set Five	5. mash	Set_____

Have the learners place the entry words in the correct set of guide words.

Answers

1. Set Five 2. Set Two 3. Set Three 4. Set Two 5. Set One

Criterion

The learner will locate entry words in the correct set of guide words with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual_____	p.____	p.____	p.____
Nontextual_____	p.____	p.____	p.____
Reinforcement_____	p.____	p.____	p.____

Skill Writing **Level** GH

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 39

Objective Given instruction, the learner will use diacritical marks to identify the correct pronunciation of words.

Cross Reference to Reading Objectives GW5, GW18, GS9, GS12, GS13, HS4

Teaching/Learning Strategy

Prepare a chart showing appropriate diacritical marks similar to the ones indicated below. Discuss the symbols with the learners and show how they are used in the dictionary to facilitate pronunciation.

PRONUNCIATION SYMBOLS		
accent mark	′	indicates which syllable is stressed
breve	˘	indicates a short vowel
macron	¯	indicates a long vowel
circumflex	^	indicates vowel sound in horn
double dot	¨	indicates a as in father
schwa	ə	indicates an unstressed vowel
double oo	o͝o	indicates the vowel sound in few

Write the following words on the chalkboard: car, corn, dew, law, aboard, drink, light, plenty, story, and together. Direct the learners to write the words, using the diacritical marks in the above chart to identify their correct pronunciation. Have the learners use the words in sentences. Provide an opportunity for them to read their sentences, pronouncing the words correctly. Use room dictionaries to check correct use of diacritical marks.

Criterion

The learner will recognize familiar words from dictionary pronunciations with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 40

Objective Given a list of words, the learner will identify the number of syllables in the words.

Cross Reference to Reading Objectives GW6, GW7, GW8, GW9, GW10, GW11, GW12, GW14

Teaching/Learning Strategy

Introduce this activity by discussing the number of vowel sounds heard in the following words: cut, kind, better, and never. Lead the learners to understand the concept that a word contains the same number of syllables as it has vowel sounds. Show the learners how an entry word is divided into syllables in the dictionary.

Place the following sentences on the chalkboard:

1. Today I played baseball after school.
2. My sister came to see the game.
3. Our team has nine players.
4. We play together on Tuesday and Thursday.
5. My best friend is the pitcher.

Ask the learners to read the sentences. Direct them to listen attentively to the words that are underlined. Have the learners write the sentences and identify the number of syllables in the underlined words. Instruct them to use a dictionary for the task if necessary.

Answers

1. today (2), baseball (2) 2. sister (2), game (1) 3. our (1), nine (1) 4. play (1), together (3) 5. best (1), pitcher (2)

Criterion

The learner will identify the number of syllables in a word with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 41

Objective Given a list of words, the learner will identify the accented syllables of the words.

Cross Reference to Reading Objectives GW14, GW15, GW16, GW17

Teaching/Learning Strategy

Explain to the learners that some syllables in a word receive greater emphasis than others. Tell them that the stressed syllable is called the accented syllable. Place the following words on the chalkboard: a-bout, car-ry, and my-self. Have the learners pronounce the words and determine the accented syllables. Ask them to check their responses in the dictionary. Help them locate the accent mark (') in the respelling of the entry word.

Place the following list of words on the chalkboard. Ask the learners to identify the accented syllables of the words. Direct them to use their dictionary.

WORDS	ACCENTED SYLLABLE
1. picnic 2. tiger 3. giraffe 4. monkey 5. keeper	

Have the learners use the words to write a story. Direct them to illustrate their stories. Provide an opportunity for them to share their stories in small groups.

Answers

1. first 2. first 3. second 4. first 5. first

Criterion

The learner will identify the accented syllables of words with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 42

Objective Given a word, the learner will identify the number of syllables and the accented syllable.

Cross Reference to Reading Objectives GW5, GW14, GW17

Teaching/Learning Strategy

Explain to the learners that they may find the following information when they locate a word in the dictionary:

- a set of guide words at the top of the page
- an entry word divided into syllables
- a pronunciation of the entry word, containing diacritical marks
- the meaning(s) of the entry word
- the part of speech of the entry word.

Place a sample entry word listing on the chalkboard. Discuss the number of syllables in the word. Explain that a syllable ending with a vowel is identified as an open syllable, and a syllable ending with a consonant is identified as a closed syllable. Show an example of an accent mark. Explain that it indicates a stressed syllable. Discuss the entry with the learners.

Have the learners use a dictionary to complete the activity below:

Entry Word	Number of Syllables	Accented Syllable
1. better		
2. carrying		
3. forgotten		
4. library		
5. together		

Answers

1. two/first 2. three/first 3. three/second 4. three/first
5. three/second

Criterion

The learner will identify the number of syllables and the accented syllable in a word with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 43

Objective Given homonyms, the learner will use a dictionary to identify their meaning and usage.

Cross Reference to Reading Objectives GC1, GC18

Teaching/Learning Strategy

Guide the learners to understand that homonyms are words which have the same pronunciation but different meanings and, usually, the same spellings. Provide the learners with a list of homonyms similar to the following:

ear (organ for hearing)	cap (type of hat)
ear (part of a plant)	cap (covering for a bottle)

Have the learners use basal readers, language arts textbooks, content area textbooks, and spelling books to locate additional homonyms. Direct the learners to use a dictionary to locate the meaning and usage of the homonyms. Have them keep a list of homonyms in their writing folders. Encourage them to add to their list whenever possible.

Prepare a homonym bulletin board display. Have the learners select pairs of homonyms for the display. Direct the learners to write the homonyms and their meaning and usage. Have them select a picture illustrating each word for the display.

Criterion

The learner will use a dictionary to identify the meaning and usage of homonyms.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing

Level GH

Subskill Fundamental Skills: Dictionary Usage

Objective No. 44

Objective Given examples, the learner will identify homonyms and homographs and use them correctly.

Cross Reference to Reading Objectives GC1. GC2, HW19

Teaching/Learning Strategy

Explain to the learners that homonyms are words which have the same spelling and pronunciation but different meanings, and homographs are words which have the same spelling but different pronunciations and meanings. Provide examples similar to the following:

Homonyms

The player wore a black and white cap.

Mary removed the cap from the bottle of pop.

Homographs

Edward bought a record for his sister.

Tina had to record information about her project on a special form.

Direct the learners to use dictionaries, spelling books, and language arts texts to identify homonyms and homographs. List them on a chart or the chalkboard. Tell the learners to use the homonyms and homographs in sentences. Provide an opportunity for them to share their sentences in small groups.

Criterion

The learner will identify homonyms and homographs and use them correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Oral Practice and Readiness **Objective No.** 1

Objective Given a selection, the learner will write a story about it in sequential order.

Cross Reference to Reading Objectives GL20, HC2

Teaching/Learning Strategy

Have the learners read a selection such as "The Lion and the Mouse" in a basal reader or a language arts textbook. Provide an opportunity for them to discuss the selection in small groups. Guide them to identify the beginning, the middle, the end, and the lesson of the fable.

Direct them to write a short story about the selection in sequential order. Have them illustrate their story. Prepare a bulletin board display of the stories. Provide an opportunity for the learners to read the stories on the bulletin board in small groups. Ask the groups to compare and contrast the stories and their illustrations and to list the interesting vocabulary words used in the selections.

Criterion

The learner will write a story in sequential order after reading a selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Dictating and Recording Information **Objective No.** 2

Objective Given appropriate information, the learner will construct various types of charts and diagrams.

Cross Reference to Reading Objectives GS15, GS20, HS19, HS21, HS35

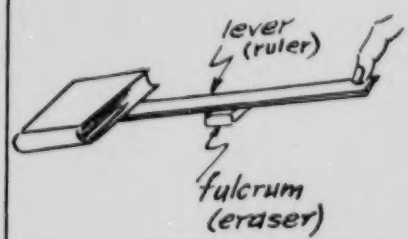
Teaching/Learning Strategy

Discuss with the learners how information may be categorized or illustrated through the use of charts and diagrams. Stress the importance of stating or restating information in this manner. Use a chart and a diagram to reflect appropriate information from social studies and science in the following manner. Direct the learners to complete the chart and use the diagram to present a brief explanation of a lever. Suggest that they use the Chicago Telephone Directory and the Britannica Junior Encyclopedia for pertinent information.

CHICAGO PARKS*

Name	Location
1. Blackhawk	
2. Nat "King" Cole	
3. Kennedy	
4. Hiawatha	
5. Hermosa	

A SIMPLE MACHINE** (LEVER)



*Board of Education of the City of Chicago, Curriculum Guide for Social Studies, Primary Three (Chicago: the Board, 1972), p. 63.

**Board of Education of the City of Chicago, Curriculum Guide for Science, Primary Three (Chicago: the Board, 1980).

(Continued)

OBJECTIVE NO. GH2 (cont.)

List pertinent information on the chalkboard or identify it in a textbook. Guide the learners to construct a chart or diagram illustrating the information. Display and discuss the charts and diagrams.

Answers

1. 2318 N. Lavergne St. 2. 8500 S. King Dr. 3. 11320 S. Western Ave. 4. 8000 W. Cornelia Ave. 5. 2240 N. Kildare Ave.

Criterion

The learner will construct charts and diagrams. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

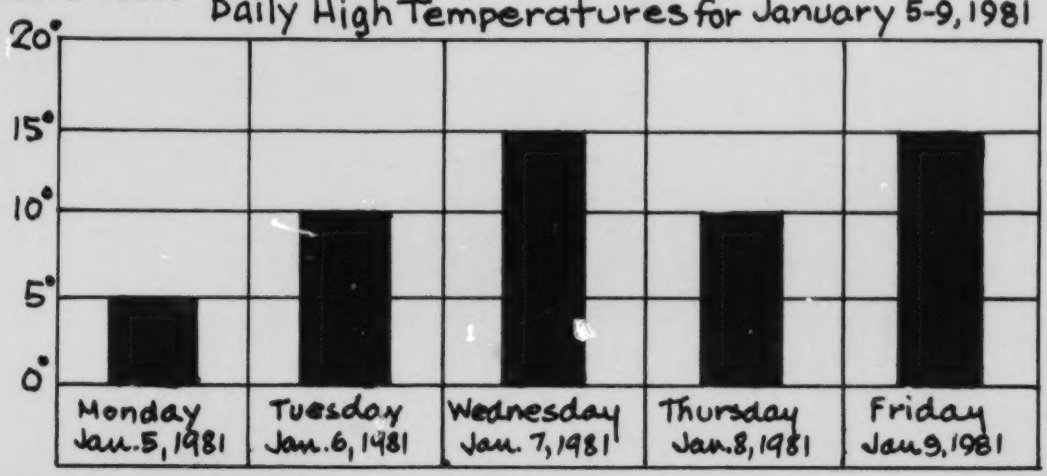
Subskill Practical Writing: Dictating and Recording Information **Objective No.** 3

Objective Given data and an explanation, the learner will record the information on a bar graph.

Cross Reference to Reading Objectives GS17, HS21, HS23

Teaching/Learning Strategy

Discuss the daily temperature with the learners. Explain that there are high and low temperatures for each day. Have the learners bring information each day concerning the temperature. Use a bar graph as shown below to record the high temperatures for a week.



Have the learners record the appropriate information in order to construct a bar graph depicting the low temperatures for the next week. Display their graphs and provide an opportunity for the learners to discuss and compare the information recorded on them.

Criterion

The learner will record information correctly on a line graph. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Alphabetizing **Objective No.** 4

Objective Given a list of words, the learner will alphabetize them, using the first, second, or third letter of the word.

Cross Reference to Reading Objectives GS1, GS2

Teaching/Learning Strategy

Provide a model of the 26 letters of the alphabet. Discuss the order of the letters and guide the learners to the generalization that alphabetizing is related to the order of the letters in the alphabet. Place the following words on the chalkboard, and direct the learners to alphabetize them according to their first letters:

FIRST LETTER

fall	never	pick	about	eight

Explain that it may be necessary to examine the second or the third letter of a word when alphabetizing, as indicated below:

SECOND LETTER

clean	cut	carry	chair	comb

THIRD LETTER

stir	stream	stand	step	stone

Place a word list similar to the following on the chalkboard. Direct the learners to alphabetize the words according to the first, second, or third letters.

done	myself	today	only	sit
show	shall	draw	together	about

(Continued)

OBJECTIVE NO. GH4 (cont.)

Provide opportunities for the learners to alphabetize words, according to the first, second, and third letters, in language arts and content area activities.

Answers

First letter: about, eight, fall, never, pick
Second letter: carry, chair, clean, comb, cut
Third letter: stand, step, stir, stone, stream
Combination: about, done, draw, myself, only, shall, show, sit, today, together

Criterion

The learner will alphabetize words, using the first, second, or third letter of the word. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Alphabetizing **Objective No.** 5

Objective Given a list of content area words, the learner will arrange them in alphabetical order, using the first, second, and third letters of the words.

Cross Reference to Reading Objectives GS1, GS2

Teaching/Learning Strategy

Place on the chalkboard a list of vocabulary words that are related to a unit of study such as the one below. Discuss the words with the learners and provide an opportunity for them to add words to the list.

VOCABULARY: LEARNING MORE ABOUT PLANTS AND THEIR PARTS*

tree	ground	roots
shrub	seeds	stem
vine	growth	leaves
	flower	

Direct the learners to alphabetize the words correctly. Remind them to check the second and third letters of the word if necessary. Ask the learners to identify the meaning of each word and write a sentence related to the science unit, using each word.

*Board of Education of the City of Chicago, Curriculum Guide for Science, Primary Three (Chicago: the Board, 1980).

Criterion

The learner will arrange words in alphabetical order, using the first, second, and third letters of the words with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Sequence **Objective No.** 6

Objective Given a set of sentences on one topic, the learner will arrange them in sequential order to write a paragraph.

Cross Reference to Reading Objectives GC9, HC2, HC4

Teaching/Learning Strategy

Explain to the learners that a paragraph is a group of sentences related to a particular topic or idea. Have them read various paragraphs orally and discuss the sequential arrangement of the sentences. Point out that the first word of the paragraph is indented.

Have the learners read a story in the basal reader or language arts textbook. Have the learners identify the main ideas of the story in proper sequence and summarize the story.

Place the following set of sentences on the chalkboard. Ask the learners to place the sentences in sequential order and write them in paragraph form. Remind them to indent the first word of the paragraph.

1. I chased Jim around for my ball.
2. Bill gave me the ball for a birthday present.
3. All of a sudden, Jim caught my new ball.
4. Jim gave the ball back to me, and the three of us played ball.
5. Yesterday I was playing ball with my brother Bill.

Answers

Sequential order: 5, 2, 3, 1, 4

Criterion

The learner will complete a well-organized paragraph. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

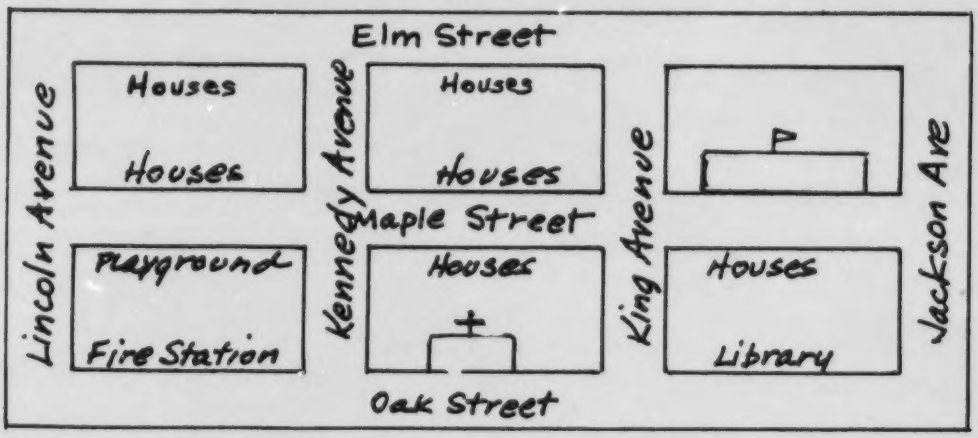
Subskill Practical Writing: Sequence **Objective No.** 7

Objective Given an opportunity to visit a fire station, the learner will use a map to identify a set of directions for reaching the destination.

Cross Reference to Reading Objectives GC17, GC23, GS30, HC7, HC15, HS34

Teaching/Learning Strategy

Plan a walking field trip to a fire station. Have the learners discuss the trucks, tools, and other equipment they would like to see. Show a map similar to the one below. Lead a discussion of sets of directions that may be used to travel to the fire station. Encourage the learners to think about busy streets, traffic lights, rest stops, and scenic areas. Ask each learner to identify a set of directions for reaching the fire station. Discuss the learners' choices and select the most appropriate route for the trip.



Criterion Map Symbols: school, church

The learner will use a map to identify directions for reaching a destination. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Contextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Sequence **Objective No.** 8

Objective Given a recipe, the learner will write it in sequential order.

Cross Reference to Reading Objectives HC4, HC18, HC19, HC23

Teaching/Learning Strategy

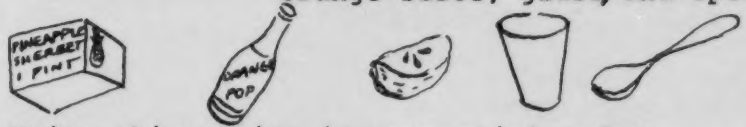
Suggest to the learners that they bring a simple recipe of a favorite food, such as popcorn, fudge, cookies, or pizza to school. Discuss the recipes, and emphasize the importance of following the exact instructions in sequential order.

Ask the learners to write the directions for their recipe on a large index card, as shown below. Tell them to write the directions out of sequential order.

FROSTY FLIP FLOAT

1. Float pineapple sherbet on the top.
2. Trim each glass with an orange slice.
3. Place a spoonful of pineapple sherbet in a glass.
4. Fill the glass slowly with orange pop.

Items you will need: pineapple sherbet, orange pop, orange slice, glass, and spoon



Write this recipe in sequential order.

(Continued)

OBJECTIVE NO. GH8 (cont.)

Collect the cards and place them in a recipe box. Have the learners select a recipe from the box and place it in the correct sequential order. Award a gourmet certificate to the learners who complete the most recipes correctly.

Answers

Sequential order: 3, 4, 1, 2

Criterion

Given a recipe, the learner will write it in the correct sequential order. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Sequence **Objective No.** 9

Objective Given instruction, the learner will give directions on how to go from the classroom to a particular destination.

Cross Reference to Reading Objectives GC23, HC4

Teaching/Learning Strategy

Discuss the importance of clear information and correct order when giving directions. Direct small groups of learners to prepare a set of directions for a familiar game. Have them list the directions on a chart or the chalkboard. Ask another group of learners to play the game, following the directions. Ask the players to determine if the directions are appropriate and to make changes if necessary.

Ask the learners to prepare a set of directions on how to go from the classroom to another destination in the school or the neighborhood. Tell the learners not to mention the destination in the directions. Encourage the use of detail in the directions, such as--

Turn right at the top of the stairs.

From the school, walk west on Forest Street, until you reach the playground.

Stay on Jackson Avenue, until you reach the library.

Have the learners read their directions to the class. Ask the other learners to identify the destination.

Criterion

The learner will learn to give directions on how to get from the classroom to a particular destination. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Sequence **Objective No.** 10

Objective Given a personal experience, the learner will describe it in sequential order.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Ask the learners to recall an object that they lost and then found. Have them describe the events leading to the discovery of the object in sequential order. Guide them to begin their list with the realization that the object was lost, continue with the steps taken to find the object, and end with information related to finding the object and telling how they felt when the object was found.

Place a list of personal experience topics on the chalkboard, as suggested below. Allow the learners to add topics to the list.

An Interesting Vacation
A New Pet
A Trip to the Dentist
A Birthday Party

Direct the learners to identify a personal experience, and describe it in logical order. Provide an opportunity for the learners to share the descriptions of their experiences.

Criterion

The learner will relate a personal experience in logical order. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Sequence **Objective No.** 11

Objective Given a title, the learner will write a paragraph, using sequential order.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Direct the learners to write a paragraph that explains something. Tell them that the paragraph may give directions or explanations. List some suggested titles on the chalkboard, such as--

How To Cover a Book
How a Doorknob Works
How a Pencil Sharpener Works
How To Find a Fiction Book in the Library
How To Take Care of a Plant

Guide the learners to write the directions or explanations in their paragraphs clearly and sequentially. Remind them to have a beginning, middle, and end to their paragraphs. Provide an opportunity for them to read their paragraphs in small groups. Allow the learners to illustrate the sequential order of the directions or explanations in their paragraphs. Have them show their illustrations as they read their paragraphs.

Criterion

The learner will write a well organized paragraph. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Record Keeping **Objective No.** 12

Objective Given duplicates of a diary form, the learner will keep a diary of his/her day in school.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain that a diary is a daily record of personal activities, reflections, or feelings. Tell the learners that a diary may be used for different purposes, such as recording everyday happenings or pertinent information concerning a day in school. Duplicate a diary form and have the learners record information, as suggested below:

Monday	Date_____
We had an element hunt. John showed us his copper penny. Dick found an aluminum pie plate under the flower pot, and Linda pointed to the mercury in the thermometer.	
Tuesday	Date_____
Wednesday	Date_____
Thursday	Date_____
Friday	Date_____

(Continued)

OBJECTIVE NO. GH12 (cont.)

Have the learners keep their diary sheets in a folder. Permit the learners to refer to them whenever necessary.

Criterion

The learner will keep a record of his/her day in school. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

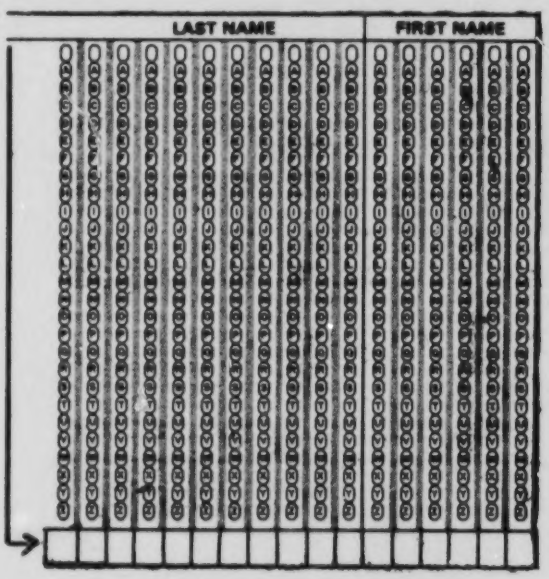
Subskill Practical Writing: Record Keeping **Objective No.** 13

Objective Given a grid, the learner will record information correctly.

Cross Reference to Reading Objectives HS22, HS34

Teaching/Learning Strategy

Make transparencies of grids used in various situations similar to the one suggested below. Demonstrate how information is recorded on the grid. Explain that grids are necessary for data processing and machine reading. Tell the learners that it may be necessary to use a certain type of writing tool on the grid. Instruct them not to make any unnecessary marks on the form. Emphasize the importance of recording information correctly on a grid.



Criterion

The learner will correctly record information on a grid. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Record Keeping **Objective No.** 14

Objective Given a book to read, the learner will prepare a written report.

Cross Reference to Reading Objectives GL24, HL14, HL23

Teaching/Learning Strategy

Encourage the learners to develop recreational reading habits. Suggest that they read for about 20 minutes each day. Emphasize the importance of obtaining a Chicago Public Library card and using it regularly. Use the suggested reading list shown below to promote recreational reading.*

RECOMMENDED TITLES

Level G

Aliki	The Story of Johnny Appleseed
Bonsall, Crosby	The Case of the Dumb Bells
D'Aulaire, Ingri	Abraham Lincoln
Hoban, Lillian	Arthur's Honey Bear
Hoff, Syd	Danny and the Dinosaur
Lexau, Joan	The Homework Caper
Selsam, Millicent	The Amazing Dandelion
Sharmat, Marjorie W.	Nate the Great
Ward, Lynd	Biggest Bear
Zemack, Margot	It Could Always Be Worse

Level H

Bartoli, Jennifer	Nonna
Bontemps, Arna	Fast Sooner Hound
Cone, Molly	The Ringling Brothers
DeJong, Meindert	Shadrach
Gackenbach, Dick	Hattie Rabbit
Jacobs, Joseph	Johnny-Cake
Mathis, Sharon Bell	The Hundred Penny Box
Ness, Evaline	Sam Bangs and Moonshine
Phelan, Mary K.	Martha Berry
Selsam, Millicent E.	First Look at Animals without Backbones

(Continued)

OBJECTIVE NO. GH14 (cont.)

Prepare a simple book report form similar to the one below for the purpose of sharing interesting information about books. Place the model form on a chart and direct the learners to use it when writing their book reports.

Title: _____

Author: _____

The story is about _____

_____

The part I liked best _____

_____

Reader: _____

Encourage the learners to use other creative ways to share their reading experiences.

*Board of Education of the City of Chicago, Summer Recreational Reading Program, Level G and Level H, 1978.

Criterion

The learner will prepare a written report after reading a book. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Record Keeping **Objective No.** 15

Objective Given a topic to research, the learner will record pertinent information on a sheet.

Cross Reference to Reading Objectives GS15, HS1, HS10, HS11, HS12, HS13, HS16, HS18, HS19

Teaching/Learning Strategy

Relate a research activity to a unit of study in the content areas, such as "Gaining Knowledge about the Earth on Which We Live."* Identify specific topics related to the unit similar to the following: sedimentary rocks, igneous rocks, and metamorphic rocks. Discuss the topics with the learners and provide suggestions as to where they may locate pertinent information. Ask the librarian to help the learners locate information.

Provide the learners with the suggested information sheet. Direct them to locate pertinent information related to their topic and list the source of their information.

INFORMATION SHEET

Topic: _____

Source/Title, Author, Publisher, and City	Information

(Continued)

OBJECTIVE NO. GH15 (cont.)

Direct the learners to complete the sheet. Provide an opportunity for the learners to share their information in small groups.

*Board of Education of the City of Chicago, Curriculum Guide for Science, Primary Three (Chicago: the Board, 1980).

Criterion

The learner will record pertinent information related to a given topic on a sheet. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
...ial	p.	p.	p.
...xtual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Writing **Level** GH

Subskill Practical Writing: Outlining **Objective No.** 16

Objective Given a selection, the learner will write the main idea of each paragraph in simple outline form.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that an outline is a way of grouping information. Tell them that information may be grouped according to main topics. Provide a chart or model of a simple outline form. Place a title on the chalkboard, as indicated below, and have the learners identify some main topics that may be placed under the title. Direct the learners to use the outline format.

States of Matter	Different Kinds of Rocks
I. Solid	I. Sedimentary
II. Liquid	II. Igneous
III. Gas	III. Metamorphic

Identify a section containing several paragraphs in a content area textbook. Direct the learners to use the outline format to identify the main idea of the paragraphs. Provide an opportunity for the learners to discuss their outline in small groups.

Criterion

The learner will use an outline to record information after reading a selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Outlining **Objective No.** 17

Objective Given a written assignment, the learner will prepare an outline.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Review the use of an outline. Direct the learners to gather information on a specific topic in preparation for a written assignment related to a unit of study. Direct the learners to use their information to prepare an outline, as indicated below:

How Plants Help Us

I. Plants give us food.
II. Plants supply clothing materials.
III. Plants provide building materials.

Discuss the outlines with the learners. Direct them to use the outline to complete their written assignment. Check the written assignment to see if it follows the outline.

Criterion

The learner will prepare an outline to complete a written assignment. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

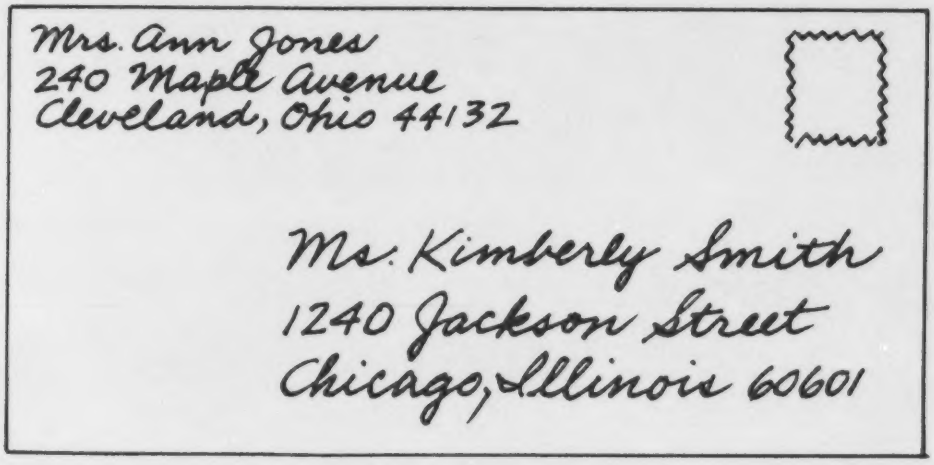
Subskill Practical Writing: Letters **Objective No.** 18

Objective Given the format, the learner will address an envelope correctly.

Cross Reference to Reading Objectives GC1, GC8, GC9, HC11

Teaching/Learning Strategy

Explain the format for addressing an envelope correctly. Stress the importance of correct capitalization, punctuation, and spelling. Place a model envelope on a chart, as shown below, and direct the learners to refer to it whenever necessary. Guide the learners to note the placement, abbreviations, and punctuation used in the sender's and receiver's address. Have the learners bring envelopes to use for sending letters. Direct them to address their envelopes correctly, using the model as a guide.



Criterion

The learner will address an envelope correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Letters **Objective No.** 19

Objective Given the format for social letters, the learner will write a social letter correctly.

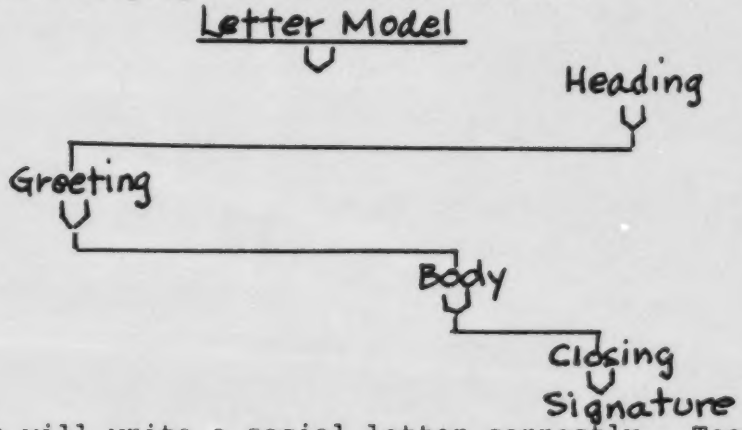
Cross Reference to Reading Objectives GC8

Teaching/Learning Strategy

Discuss the content and format of a social letter with the learners. Explain that a social letter tells interesting things that a friend would like to hear and contains the following five parts:

heading	body	signature
greeting	closing	

Provide an example of a social letter, similar to the one suggested below. Stress the importance of correct capitalization, punctuation, and spelling. Have the learners write a letter to a friend or relative, using a pen. Prepare a bulletin board display of the social letters.



Criterion

The learner will write a social letter correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

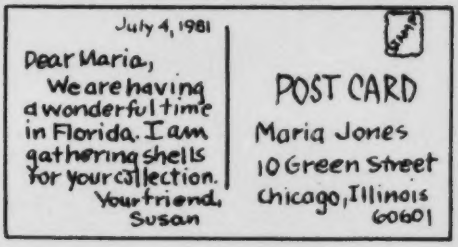
Subskill Practical Writing: Letters **Objective No.** 20

Objective Given examples, the learner will write a post card, using the correct form.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that a post card is a brief way to write a letter. Provide a sample post card, as shown below, to help the learners see how the sentences are reduced. Point out that the date, greeting, closing, and signature are included in the message. Discuss the format for placing the address on the card.



Plan a bulletin board display of post cards. Place them in clear plastic bags so that the learners may see each side of the card in the display. Provide an opportunity for the learners to discuss the post cards. Have them note the different types of stamps and identify the locations pictured on a map or a globe.

Distribute a large, unlined index card to the learners. Direct them to write a message and address it to a friend or relative on one side and draw an illustration on the other side. Stress the importance of writing the message and addressing the card correctly.

Criterion

The learner will write a post card, using the correct form. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Letters **Objective No.** 21

Objective Given an example, the learner will identify the essential parts of a letter of invitation.

Cross Reference to Reading Objectives

GC9

Teaching/Learning Strategy

Develop an awareness in the learners of the many occasions that require an invitation: a party, an anniversary, a graduation, a club meeting, a field trip, or a classroom speaker. Explain that an invitation asks someone to an event or a happening and includes the following information:

1. What is happening
2. When it will happen
3. Where it will happen
4. Who is having the occasion

Direct the learners to write an invitation to someone for a classroom event similar to the following. Direct them to plan the format of their invitation and to use correct capitalization, punctuation, and spelling.

December 1, 1981

Dear Alice,

Please come to my birthday party. The party will be from 12:30 p.m. to 3:30 p.m. on Saturday, December 12, 1981. It will be at my house. My address is 2648 East Adams Street.

Your friend,

Linda Ross

Note: Block or indented form may be used in social letters.

Criterion

The learner will write invitations correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Letters **Objective No.** 22

Objective Given an example, the learner will write a "thank you" letter.

Cross Reference to Reading Objectives GC8, GC9, GC32

Teaching/Learning Strategy

Develop an awareness of the many situations that require letters of thanks and appreciation. Stress the tremendous impact of a "thank you" letter. Tell the learners that "thank you" letters may be written for gifts, favors, and special efforts shown by someone toward you.

Place the following example of a letter of thanks on a chart.

15 Green Street
Chicago, Illinois 60601
July 6, 1981

Dear Grandmother,

Thank you for the get-well card and book. They really cheered me up. The book was funny and made me laugh. The doctor said I may return to school next week.

Love,

Sharon

Direct the learners to write a "thank you" letter to a community person who spoke to the class. Tell them to use the model on the chart as a guide.

Criterion

The learner will write a "thank you" letter. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Practical Writing: Letters **Objective No.** 23

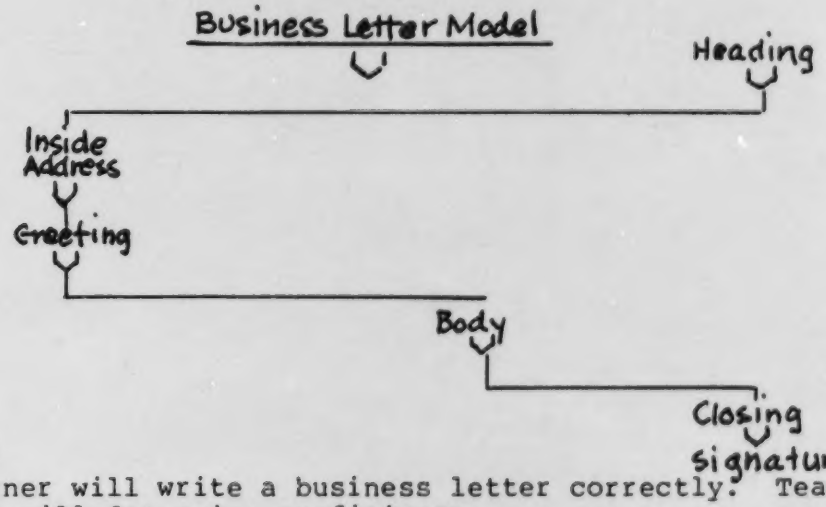
Objective Given a model, the learner will write a business letter correctly.

Cross Reference to Reading Objectives

HC7

Teaching/Learning Strategy

Encourage the learners to write letters requesting information related to specific units of study. Review the six parts of a business letter: the heading, the inside address, the greeting, the body, the closing, and the signature. Make the learners aware that a business letter must be concise, specific, and courteous. Place the following business letter form on a chart. Direct the learners to use the form to write a business letter related to a class activity. Stress the importance of content, capitalization, punctuation, and spelling. Have the learners complete the letter, address an envelope, and mail the letter.



Criterion

The learner will write a business letter correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 1

Objective Given a poem, the learner will write a title for it.

Cross Reference to Reading Objectives GC8

Teaching/Learning Strategy

Explain to the learners that titles are used to name stories, poems, plays, and reports. Tell them that a title usually reflects the main idea or the theme of a selection. Read and discuss poems in the basal reader or language arts text. Discuss how the titles relate to the selections.

Read the poem below to the learners, omitting the title.

Autumn by Natalie Gongaware

Autumn, what a lovely time of year,
When leaves of every color appear.
Pumpkins, apples, and squash galore,
Jack-o-lanterns, pies, good eating in store,
Witches, goblins, ghosts, and trick-or-treaters, too!
I like autumn; how about you?

From Running Blue Jean Things, Board of Education of the City of Chicago, 1976.

Ask the learners to write a title for the poem. Have them tell how their titles relate to the poem. Compare their titles with the author's title.

Criterion

The learner will write a title for a poem. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 2

Objective Given appropriate examples, the learner **will write sentences containing similes and metaphors.**

Cross Reference to Reading Objectives GC25, GC26, GC27, GC28, GL7, GL22, HL25

Teaching/Learning Strategy

Lead the learners in a discussion of similes and metaphors. Explain that they are figures of speech in which one thing is compared to another. Show how the comparison is expressed directly in metaphors and how the words like or as are used to make the comparison in similes. Provide examples similar to those which follow. Ask the learners to identify examples of each figure of speech.

Her eyes were saucers.	Paul's name is mud.
His face was a dark cloud.	She's as sharp as a pin.
The sun was an orange ball.	The children were lambs.
My word is as good as gold.	His stare was as cold as ice.

Have the learners suggest additional examples of the two figures of speech. Add them to the list.

Direct the learners to locate examples of similes and metaphors in poems, stories, and songs. Allow them to share their examples with the group.

Have the learners illustrate some of the more vivid examples. Display the pictures. Direct the learners to write several **sentences containing similes and metaphors.**

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 3

Objective Given the action and conclusion of a story, the learner will write an appropriate introduction.

Cross Reference to Reading Objectives HC3, HC20, HL16, HL18

Teaching/Learning Strategy

Read a familiar story to the learners. Discuss the structure with them: introduction, action, climax, and conclusion. Help the learners recognize the plot in the story. Provide opportunities for the learners to hear, read, and discuss stories. Help them include plot in their discussions.

Plan experiences similar to the ones which follow. Ask the librarian to help with some of the activities.

Assign book reports.
Plan a "Show and Tell" time.
Conduct assembly skits and plays.
Produce a room newspaper.
Organize field trips to theatres.
Schedule radio/television listening activities.

Help the learners relate the organization of these activities to introduction, body, and conclusion.

Select a suitable story. Provide the learners with paper and pencil. Read the action and conclusion of the story. Direct the learners to write the introduction. Allow them to share their introductions with the group or with another class. Have them compare the various introductions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing. Sentences, Captions, and Titles **Objective No.** 4

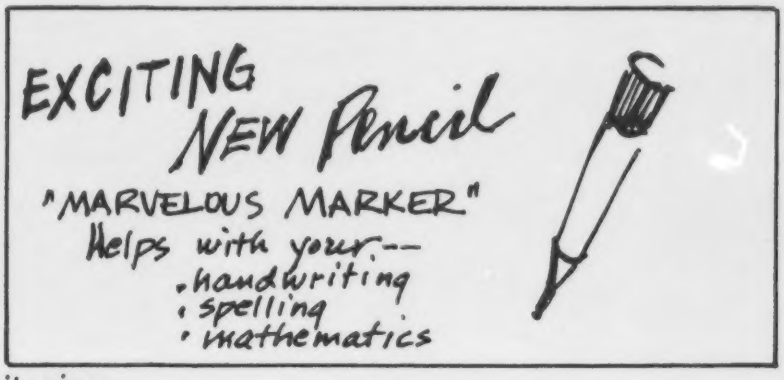
Objective Given examples, the learner will create an advertisement for a product or vacation area.

Cross Reference to Reading Objectives HC15, HC26

Teaching/Learning Strategy

Select and display several vivid advertisements. Lead the learners in a discussion of the manner in which they are used to persuade individuals to purchase a product or visit a place. Ask them to describe similar slogans, pictures, or sales techniques that they have experienced. Tell the learners to locate and bring appropriate examples of advertisements to class. Arrange the examples on a chart.

Direct the learners to select a favorite product or place. Have them write and illustrate an advertisement to persuade a friend to try the product or visit the place. Prepare a bulletin board display of the advertisements. Invite another class to come in and vote for the most persuasive advertisements.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 5

Objective Given an object, the learner will write a paragraph describing it.

Cross Reference to Reading Objectives GC4, GC21, GL4, GL6, HC12

Teaching/Learning Strategy

Place a display of several interesting types of plants on the science table. Provide opportunities for the learners to observe and discuss the plants.

Ask the learners to select a plant and write a paragraph describing it. Tell them not to mention the name of the plant in their paragraphs. Explain that they are to write a word-picture paragraph describing their plant. Remind them to observe the plant carefully and report the details of their observation in the paragraph. Encourage them to note the following details of the plant in their descriptive paragraph: size, color, shape, and texture of stem and leaves.

Provide an opportunity for the learners to read their paragraphs in small groups. Ask other learners to identify the plant described. Have the learner who correctly identifies the plant read the next paragraph. Continue in this manner until all the learners have read their descriptive paragraphs.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 6

Objective Given a current events discussion, the learner will write a description of an event.

Cross Reference to Reading Objectives GC23, GC32, HC3, HC4, HC15, HC25

Teaching/Learning Strategy

Require the learners to bring a newspaper to class. Instruct them in the format of the paper. Tell them to browse through the paper to locate an interesting article. Allow the learners to share the contents of the articles with the group. Display the articles on a "Current Events" bulletin board. Group the articles according to topics.

Direct the learners to select a particular topic and listen to the news on the radio and television for information on their topics. Require them to read the daily newspapers to collect additional articles for the weekly current events discussion.

Ask the learners to participate in the weekly discussion. Have the learners choose a selection. Require them to write a brief description of the event. Use the reports to publish a mini-newspaper.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing
Sentences, Captions, and Titles **Objective No.** 7

Objective Given a problem situation, the learner will write a solution in paragraph form.

Cross Reference to Reading Objectives GC16, GC23, GC24, GC33, GC34, GS36, HC17, HC18, HC20

Teaching/Learning Strategy

Assemble stories and articles about the problems encountered in everyday life situations. Ask the librarian to help with this project. Read excerpts from several of the selections. Lead the learners in a discussion of the problems encountered by the characters. Have them identify the solution in each story.

Have the learners begin a daily log or diary. Tell them to list the things that they do each day. Direct them to describe any problem situations that occur in their logs. Ask them to include the solution for the problem.

Involve the learners in problem situations that occur in the room. Select a problem situation. Help them examine information related to the problem. Tell them to write a paragraph about the situation. Remind them to state the problem and to include a suggestion for solving the problem.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 8

Objective Given instruction on personification, the learner will use examples in a story.

Cross Reference to Reading Objectives GL20, HL25

Teaching/Learning Strategy

Review personification. Remind the learners that it is a figure of speech in which things and ideas are given human form or qualities. Read the following selection to the learners. Ask them to identify examples of personification.

A Talking Flower by Ashley Shrader

I met a flower and the flower could talk.
The flower said, "How are you doing?"
I said, "Fine, but you cannot talk!"
"Yes, I can!"
"No, you cannot!"
"Yes, I can!"
"OK, you can! Do you have any friends?"
"Yes, I do."
"Who are they?"
"The lady bugs, the squirrels, and the worms under my feet."
"What do you do when it rains?"
"I drink the water and I love it, too."

From Freckled Fantasies, Board of Education of the City of Chicago, 1979.

Have the learners locate poems or stories that contain examples of personification. Allow them to share the selections with the group. Ask other learners to identify the elements of personification. Direct the learners to write simple stories that contain examples of personification. Display the selections, compile them in a booklet, or place them on a chart for the learners to read.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 9

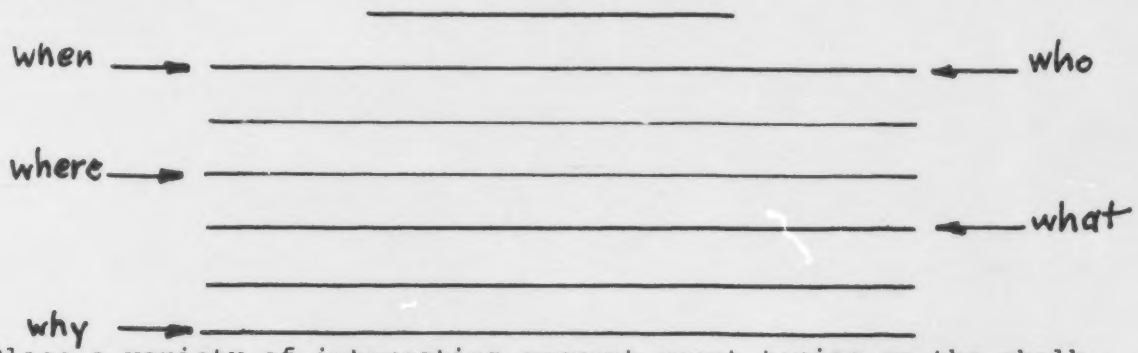
Objective Given an event, the learner will write a news story.

Cross Reference to Reading Objectives GC22, GC23, GC24, GC25, GC32, GC34, GC36, GL23, HC4, HC20, HC25, HL20

Teaching/Learning Strategy

Lead the learners in a discussion of a relevant news article. Ask them to bring other articles and pictures about the subject. Display the material. Allow them to tell about other interesting current events.

Choose one of the articles. Rewrite it on a chart or chalkboard. Call the learners' attention to the factual details in the story. Help them to label the parts of the story in the following manner.



Place a variety of interesting current event topics on the chalkboard. Ask the learners to pretend that they are new reporters. Require them to write a newspaper article on one of the topics. Remind them to include the pertinent details. Help them to organize their articles into a classroom newspaper. Distribute copies of the paper to the class.

Criterion

Teacher jugment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 10

Objective Given a selection, the learner will write a description of a character.

Cross Reference to Reading Objectives GC24, GC24, GC36, GL17, GL18, HL21, HL22, HL23

Teaching/Learning Strategy

Read a story to the learners. Provide an opportunity for the learners to discuss the story. Allow them to pantomime or describe a character. Remind them not to state the name. Permit another learner to identify the character. Continue in this manner until each learner has had a turn.

Lead the learners in a discussion of story characters. Have them describe the appearance and behavior of various characters. Place the names and traits of the characters on a chart or on the chalkboard. Add to the charts whenever possible. Have the learners compare the characters.

Have the learners make character puppets. Allow them to perform skits in which the puppets play a part. Tell them to emphasize the differences between the characters.

Read a story to the learners. Ask them to write a description of a character in the story. Allow them to share and compare their descriptions.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 11

Objective Given directions, the learner will write a personal character description.

Cross Reference to Reading Objectives GC17, GC25, GL17, HL21, HL23, HL27

Teaching/Learning Strategy

Use the Career/Guidance materials published by the Chicago Board of Education to develop self-awareness. Help the learners prepare a personal chart similar to the one which follows. Lead the learners in a discussion of personal qualities and the acts that are representative of those qualities. Remind the learners that everyone has both desirable and undesirable characteristics. Tell them that it is not possible to change undesirable qualities unless they are recognized. Help them make plans and resolutions to improve.

My Character Is Showing

Positive Traits	I Need Help with These
I do my chores.	I sometimes put off my homework.
I respect adults.	I take advantage of my little brother.
I tell the truth	I throw snowballs at buses.

Provide the learners with writing materials. Have them write one or two paragraphs that describe their personal characteristics.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 12

Objective Given instruction, the learner will write an original fable.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that fables are short stories that tell how people act or should act. Point out that animals are frequently the main characters in these stories. Explain that this type of story usually ends with a lesson. Read several fables, such as "The Lion and the Mouse" and "The Hare and the Tortoise," to the learners. Lead a discussion of the fables and help the learners--

clarify who/what the characters represent
establish the lesson.

Encourage the learners to share examples in their own lives which are similar to the incidents in the fables. Form small groups of learners. Ask each group to compose an original fable. Have them use the following questions to guide their writing:

Does your story show something important about the way people act or should act?
Do you have animal characters?
Does your story end with a lesson?

Have each group write their fable on a chart. Ask the learners to draw pictures illustrating their fables. Place the illustrations on the chart. Provide an opportunity for the learners to share their fables with the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 13

Objective Given a multisensory experience, the learner will write a selection.

Cross Reference to Reading Objectives GC18, GC23, GL5, GL13, HL5, HL6

Teaching/Learning Strategy

Use records, tapes, and filmstrips to provide the learners with a multisensory experience. Provide an opportunity for the learners to discuss and illustrate the experience. Ask the learners to identify descriptive words and phrases relating to the experience. Place the responses on a chart, as illustrated in the following example. Have the learners write a story or a poem about the multisensory experience. Encourage them to refer to the chart when writing about their experience.

Descriptive Phrases
tall, wavy, green grass
long, dark shadows
sweet, spicy taste
strong, unpleasant odor
high, shrill scream
soft, tinkling bells
large, milling crowds

Play a musical selection and dramatization with a definite rhythm and theme. Direct the learners to respond to the selections by writing a story and/or poem. Help the learners compare their responses to the different selections.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____ _____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 14

Objective Given a theme, the learner will create a poem.

Cross Reference to Reading Objectives GL6, GL7, HL10

Teaching/Learning Strategy

Read several poems that relate to a specific theme, as indicated in the following examples. Have the learners discuss the poems and compare ways that they relate to the theme.

Spring* by Lunye Figueroa

The sky is blue
The wind is fair;
Children smiling
Everywhere.

Kites in the air,
When the sky is light;
Warm by day and
Hot by night.

Butterflies are flying,
Birds are singing;
Trees swaying, and
Flowers springing.

Children riding bikes,
Fun for all;
Girls jumping rope,
Boys playing ball.

Spring* by Erik Bock

The day is light,
The sun is bright,
Come and play-
It's a Spring Day!

Eggs hatch.
Everyone laughs.
Spring is here!
Spring is here!

Select a theme for a poem and ask the learners to identify descriptive words and phrases related to the theme. Place them on a chart or the chalkboard. Direct the learners to write poems related to the theme. Have them refer to the listing of descriptive words and phrases whenever necessary. Allow them to illustrate their poems and read them to the class or at an assembly program. Prepare a display of their work.

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*From The Green Taste of Life, Board of Education of the City of Chicago, 1977.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 15

Objective Given instruction, the learner will write a riddle.

Cross Reference to Reading Objectives GC1, GC9, GS34, HC7, HC20

Teaching/Learning Strategy

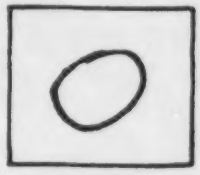
Explain to the learners that a riddle is a puzzle using words. Place riddles similar to the one below on the chalkboard.

1. I am almost square, but have a large vocabulary.
   Boys, girls, and grown-ups find answers in me.
   I am one of the largest books in the room.
   Although I have words, I do not tell stories.
   What am I?

Provide the learners with pictures, such as those below. Have the learners write a descriptive riddle for each picture. Arrange the riddles and pictures on a bulletin board or place them in the newspaper. Accept riddles such as the following:

2. I have a hard covering, but I'm really very soft.
   I break easily, but part of me is sunny and bright.
   Most days need me to start out right.
   What am I?

3. I do not have arms.
   I do not have legs.
   Fishermen like to use me.
   What am I?



Answers

1. dictionary 2. egg 3. worm

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 16

Objective Given pictures, the learner will write a dialogue related to them.

Cross Reference to Reading Objectives GC17, GC25, GL25, HL22, HL23

Teaching/Learning Strategy

Have the learners bring copies of their favorite comics to class. Use them to lead a discussion of dialogue. Stress the importance of punctuation and sequence when writing dialogue. Tell the learners to pair off and take turns reading the parts of the characters. Remind them to use the punctuation clues when reading their parts.

Delete the dialogue from a variety of comic selections. Distribute them to the learners and have them work in small groups to write their own dialogue. Remind them to use appropriate punctuation.

Select a series of pictures that tell a story. Reproduce them on a spirit master. Have the learners write the dialogue that the characters would be expected to use in the story. Allow them to share their dialogues with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 17

Objective Given a biographical story or historical event, the learner will contribute to its dramatization.

Cross Reference to Reading Objectives GC23, GC25, GL23, GL24, GL25, HC11, HL22, HL27, HL28, HL29

Teaching/Learning Strategy

Read selections to the learners on persons and events related to the early history of Chicago, such as Jean Baptiste Point DuSable, Father Marquette, John Kinzie, Chief Black Hawk, the Chicago Fire, and the Fort Dearborn Massacre. (Refer to the Curriculum Guide for Social Studies, Primary Three published by the Chicago Board of Education in 1972.) Provide an opportunity for the learners to discuss the selections. Ask them to write stories and poems about the persons and events. Encourage them to illustrate their work and place the materials in an "Early Chicago" scrapbook.

Plan a trip to the Field Museum of Natural History or the Chicago Historical Society. Have the learners observe and take notes on exhibits related to early Chicago. Provide an opportunity for the learners to sharetheir observations and notes in small groups.

Provide experiences with plays for the learners. Have them act out situations from stories in the basal reader. Discuss the importance of sequence, action, setting, and dialogue in a dramatization. Help the learners select a story or event from the history of early Chicago to dramatize. Show them how to write the script for the play. Ask them to try out for the various character parts. Have them work in small groups to plan and prepare props, costumes, sound effects, and programs. Ask them to present the play for an assembly program.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** GH

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 18

Objective Given a selection, the learner will write a script, using dialogue.

Cross Reference to Reading Objectives GC17, GC20, GC23, GL25, HC2, HC11, HL19, HL21, HL23, HL25, HL28, HL29

Teaching/Learning Strategy

Provide opportunities for the learners to read stories and plays. Encourage them to discuss the selections and act out sections of them. Write examples of the dialogue from these selections on a chart or the chalkboard. Show the learners how the dialogue gives information about the characters and their actions. Stress the importance of using appropriate punctuation when writing dialogue.

Provide many opportunities for the learners to listen to stories and plays on WBEZ. Allow them to discuss the program selections. Tape record one of the selections or request a tape from WBEZ. Help the learners use the tape to analyze the following elements of the program: sound effects, sequence, actions, emotions, pitch and volume, setting, and dialogue.

Have the learners work in small committees. Ask each group to select a familiar folk tale or tall tale. Tell them to write the story in the form of a simple script or skit. Remind them to include the appropriate elements. Help them to duplicate the material. Allow them to present the skits as part of a room or assembly program.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Appendix

SUGGESTED ELEMENTARY SCHOOL

TIME DISTRIBUTION FOR LANGUAGE ARTS

SUBJECT AREAS	WEEKLY TIME DISTRIBUTION IN MINUTES							
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8
Language Arts (Listening, Speaking, Writing, Reading, Spelling, Handwriting)	820	800	625	500	460	400	300	300
Library Science	60	60	60	80	80	80	80	80
Foreign Language *	80	80	145	145	145	145	145	145

*If foreign languages are not included in the instructional program of the local elementary school, this time may be used for additional language arts instruction.

A LANGUAGE ARTS CHECKLIST FOR ELEMENTARY TEACHERS

_____ I am aware of the facets of communication that are embraced in the language arts curriculum.

_____ I am able to explain the interrelationship of listening, speaking, reading, and writing.

_____ I understand how learners develop preschool language skills and how this development influences language instruction.

_____ I know how to integrate language arts instruction into the school day.

_____ I am aware of varied methods and strategies that may be used for effective language arts instruction.

_____ I know how to select and use language arts materials.

_____ I understand how to use differentiated grouping patterns in all language arts areas.

_____ I understand how to correlate instruction in the four language arts areas.

_____ I am aware of the important role that readiness plays at all levels of language arts instruction.

_____ I know how to develop oral language skills.

_____ I understand how to teach listening comprehension skills.

_____ I understand the mechanics involved in teaching handwriting.

_____ I am aware of the difference between practical and creative writing.

_____ I know techniques and strategies for teaching reading.

_____ I am able to communicate effectively with parents regarding the language arts program.

_____ I am aware of the National Council of Teachers of English and have read some of their publications as well as other professional language arts materials.

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TEACHER EVALUATION FORM

Curriculum Guide in Communication Arts
for the Elementary School, Grade Three

Teacher_____ School_____ Grade____

Please complete this evaluation form. Your comments and suggestions will be used in revising the curriculum guide.

Rate the following items:	Excellent	Good	Fair	Poor
Suitability of the format				
Adequacy of the scope and sequence of the objectives				
Usefulness of the teaching strategies				
Relevance of the suggested activities				
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